

החלטת מל"ג מיום 05.03.13 בנושא דוחות הוועדה להערכת איכות בריפוי בעיסוק:

המועצה להשכלה גבוהה מאמצת את המלצות ועדת המשנה להערכת איכות מיום 05.03.13 בעניין דוחות הוועדה להערכת איכות בריפוי בעיסוק, ומחילתה כלהלן:

1. להזדמנות לוועדה להערכת איכות בריפוי בעיסוק בראשות פרופ' ויינ דאן על עבודתה הרבה והמקצועית.
2. לאמצץ עקרונית את דוחות ההערכתה של הוועדה.
3. לפרסם את דוחות ההערכתה ותגובהות המוסדות באתר האינטראקט של המל"ג.
4. לבקש מכל מוסד להגיש עד **חודש נובמבר 2013** תכנית פועלה ליישום המלצות הוועדה הנוגעות אליו (כולל לו"ז), כמפורט בדוח הוועדה, בדוח הכללי ובנספח המציג.
5. לבקש מכל מוסד להגיש עד **חודש נובמבר 2014** דוח ביןימים אודוטות יישום תכניות הפעולה הנזכרות בסעיף 4 לעיל.
6. לקיים מפגש עם ראשי המחלקות לריפוי בעיסוק בארץ לשם דיון בסוגיות העולות מהדו"ח הכללי של הוועדה, כגון: הכשרת סטודנטים לתארים متקדמיים כולל תכניות פוסט-דוקטורט, סטנדרטים לקידום הסגל בתחום, שיתופי פעולה בין המוסדות בארץ ופרטן בעית מס' המקומות הקיימים פרטיקום והסדרי התשלומים.
7. לבקש מהוועדה להכין ותקצוב לבחון את הנושאים השונים הרלוונטיים העולים בדו"ח הכללי בריפוי בעיסוק ולהציג פתרונות עבורם (סעיפים 1.5, 2.1, 3.7, בנספח המצורף) ולהגיש התייחסותם לדברים עד נובמבר 2013.

נספח להצעת החלטה

אוניברסיטת חיפה

1. Mission, goals

- 1.1. There are some infrastructure factors that put an undue burden on senior faculty to continue to accomplish their missions of teaching and research. We recommend that the appropriate decision making bodies in the government and university consider alternative methods of supporting the growth and evolution of the Department of Occupational Therapy.

2. Study programs

- 2.1. We recommend restructuring the Master's (thesis option) so that it becomes part of the PhD program. Students with an interest in research should be recruited into the PhD program with the understanding that they will complete a Master's thesis as part of their PhD studies. We recommend that the Department award more credits for the thesis work, and reduce the course credit requirements.
- 2.2. We recommend restructuring the Master's (non-thesis option) so that it becomes a clear option for those who wish to advance in practice and leadership. This track would involve more clinical courses and clinical experiences, as recommended by focus groups of graduate students. This type of coursework would clearly distinguish this option from the MSc/PhD option.

3. Organization

- 3.1. We recommend that the promotion and tenure (P&T) committee establish clear and strict timelines to ensure timely decision making so that the process is completed in less than a year.

4. Teaching and learning

- 4.1. We recommend that the faculty systematically increase their emphasis on the PhD program, aligning new students with research themes of the department. To increase efficiency of mentoring, we recommend that BA projects, MSc theses and PhD dissertations align with faculty's research themes.

- 4.2. We recommend that the Department establish a post-doctoral program.
- 4.3. The department has strong international connections for their work currently. We recommend that the Department enhance their international connections as a method for strengthening their department through collaborative research and use of educational technology for meetings and teaching.
- 4.4. We recommend that the University maintain a formal relationship with the Technion to ensure that the Technion is meeting the teaching needs of the Department. The connection between the health profession of occupational therapy and the medical school is an important one; this link makes collaborations in teaching and research possible. Further, we recommend that the University establish an oversight process to ensure that Technion is meeting the Department of Occupational Therapy's teaching needs.
- 4.5. The Technion and the Department of Occupational Therapy need to set a formally scheduled meeting each year to review student teaching feedback and plan for changes based on the students' experiences for the next year, including setting their expertise within an occupational therapy framework for the students.
- 4.6. We recommend that the faculty establish a regular process for getting feedback from the clinical preceptors to identify strengths and areas for future development for the BA program as practice evolves.
- 4.7. We recommend that the faculty members regularly review the students' experiences in their programs so they can make appropriate adjustments to the courses of study. For example, students indicated that part of Year 2 is very intense, and had ideas for spreading the learning to other parts of the program. We recommend that the cohorts meet together with faculty so students can benefit from the overall curricular discussions.
- 4.8. We recommend that the Department organize mentoring of year 1 students by year 3 and 4 students to make links between basic science and medical knowledge and the application to occupational therapy practice. This provides a context for early learning for year 1 students and a teaching/mentoring opportunity for the year 3 and 4 students.
- 4.9. We recommend that the faculty members work with the adjunct faculty to establish a formal process for mentoring new clinical adjunct teachers. The adjunct faculty feels very included and involved in the overall curriculum development and updates, but they feel they could benefit from specific support for the procedures of teaching and grading.

4.10. We recommend that the Chair of the Department of Occupational Therapy meet annually with the adjunct faculty to review teaching evaluations and offer guidance for future teaching.

4.11 We recommend that the Department work with the University to establish a formal mentoring program for faculty members as they are developing their research programs. We acknowledge that faculty members in other departments may have expertise to support the occupational therapy faculty and vice versa. This could also occur at the beginning of additional interdisciplinary teaching and research collaborations.

5. Students

- 5.1. Dropout rate is greater than expected (in the BA program ranges between 6%-19% and in the MSc with thesis between 7%-30%). We recommend that the Department examine the admission and support processes so they can develop strategies to decrease the dropout rate for both programs.
- 5.2. Infrastructure support for the PhD students, including funding and space, is not adequate. We recommend that the University provide more funding and office space for PhD students.

6. Human resources

- 6.1. We recommend that the University provide additional faculty positions to alleviate the teaching load of Senior Faculty. In addition to teaching 6-8 credits per term, they also supervise many graduate students, conduct major research programs, and provide administrative leadership within the department. Even when they add these additional responsibilities, their teaching loads remain excessive. We recommend that the University restructure the 'Teaching load' mechanism to allow a senior faculty member's teaching to be partially covered when they supervise many graduate students, have administrative leadership positions, and lead major research programs.
- 6.2. We see several possibilities for supporting reduced teaching loads of senior faculty:
 - 6.2.1 The University could create another faculty category for full time faculty who wish to have a Teaching focus.
 - 6.2.2 The Department [with funding support] could hire additional tenure track faculty.
 - 6.2.3 The Department could create [with funding support] additional adjunct faculty positions with a primary teaching focus.

6.3. There is a lack of qualified high caliber academic occupational therapists to fill tenure track positions in Israel. Students may complete their PhD in Israel, but currently it appears that the Rector requires potential applicants for academic positions to have doctoral or postdoctoral training out of the country. To enhance the likelihood of attracting high quality applicants to Haifa University, we recommend the following potential solutions:

6.3.1 Support strong potential applicants to do postdoctoral training in a different university and/ or a different department in Israel from the one they completed their doctoral work, [because each university and /or department is a different experience, and Israel has many strong researchers that can serve as mentors] or

6.3.2 Provide postdoctoral funding for highly qualified potential candidates, with the clear commitment to join the Haifa faculty upon completion of their international training (or reimburse funding).

6.4. The senior faculty members in the Department of Occupational Therapy are highly successful and have good insight about the required profile for productive researchers. We recommend that the Rector demonstrate confidence in the department's careful selection of potential applicants for Senior Academic positions by supporting some emerging talent for faculty positions.

6.5. We recommend that the University revise the promotion/ tenure process to acknowledge the factors that are relevant to occupational therapy faculty. First, competitive grant funding is difficult to obtain with funding agency emphasis on biomedical research. Secondly, grant amounts for occupational therapy research may not compare to biomedical grant amounts, even though they are prestigious within this discipline. Third, with a biomedical research emphasis, reviewers are not likely to understand the research designs and impact on occupational therapy discipline. Fourth, research in occupational therapy is most appropriately published in occupational therapy or rehabilitation journals, whose impact factors are not equivalent to those in the biomedical arena. The manuscripts are nonetheless highly relevant and have a clinical impact in advancing the field, and therefore need to be recognized as significant research and scholarly contributions.

7. Research

7.1. We recommend the Department establish a formal mentoring program focused on early career tenure-track faculty. The program could involve senior faculty from both within and outside the Department. The mentoring program needs to be designed to help tenure-track faculty define their career goals; provide advice regarding promotion and tenure, and assist faculty in their scientific development.

- 7.2. We recommend continuing to explore and develop funding sources (scholarships and stipends) to support full-time PhD students (e.g., Scholarships for Excellence in Studies for Research Students, Section 3.4.9, p.76); and to create research assistant positions for full-time graduate students. The Department's research productivity is excellent, but could be improved with the addition of a cohort of full-time PhD students. Most of the current PhD students are working in practice to support themselves while doing their doctoral work.
- 7.3. We recommend the Department examine strategies to recruit post-doctoral fellows. The addition of post-doctoral fellows, in combination with the new PhD program, will substantially enhance the Department's research infrastructure and scientific environment.
- 7.4. The Department has developed productive research collaborations with faculty across the University and at other institutions. We recommend the Department consider enhancing the opportunities for interdisciplinary scientific collaboration by expanding the PhD program to include persons with academic backgrounds outside of occupational therapy and also pursue funding to establish an interdisciplinary center or institute within the Faculty with a focus on rehabilitation scholarship.

8. Infrastructure

- 8.1. Office space for faculty is limited; the need for multiple individuals to share offices decreases work efficiency and undermines confidentiality. We recommend more small meeting rooms be made available for confidential meetings.
- 8.2. There is a lack of space for graduate students; we recommend providing some workspace for them.
- 8.3. The researchers within the Department are currently sharing space; we recommend the university provide additional space for research programs, particularly as they hire new research faculty.
- 8.4. Classrooms are currently located all over the campus. Although sometimes this can foster integration of students, this situation is problematic when students and/or faculty must transition from the large group teaching, to small group or practical lab-based teaching within a short time. The Department needs small rooms with flexible furnishings for various types of small group teaching (e.g., group discussion, practicing assessments or interventions). Lack of adequate practical lab space prevents the use of specialized equipment. We recommend that consideration be given to building a separate building for the Faculty of Social Welfare and Health Sciences, particularly if these types of space challenges exist for the other

Departments within the Faculty. This would greatly facilitate inter-professional education opportunities.

9. Self-Evaluation process

- 9.1. We recommend that the Department create an ongoing and systematic process for reviewing their programs as they have done for this review process.

האוניברסיטה העברית

1. Mission, goals

- 1.1. Although the School of Occupational Therapy is aligned with the University's mission, and is an extremely productive teaching and research unit, significant changes in the administrative structure are needed for the School to survive. Based on written reports and interviews, there are fundamental differences in the views of the Hebrew University and Hadassah about who has authority and responsibility for the School of Occupational Therapy. These fundamental differences are creating an untenable situation for the occupational therapy faculty, staff and students because their lack of action is destabilizing this School at a time when occupational therapy is growing in the country. We have a number of recommendations in our report to address this challenge in service to the School of Occupational Therapy.
- 1.2. To avoid the possibility of decline, we recommend that the Hebrew University take over sole responsibility for the School of Occupational Therapy. Since the School has an academic and research mission, they are aligned with the mission of the Hebrew University.
- 1.3. We recommend that the Hebrew University create a Health Professions Center or Institute to provide a formal mechanism for bringing the various health professional schools together for teaching and research. We recommend to begin with those schools that are interested in collaborating on inter-professional teaching and research, and leave the possibility open for other schools to join when they are ready or interested.

2. Study programs

- 2.1 The faculty members in the School of Occupational Therapy note in the Self-Evaluation Report that "the non- research track [in the MSc] needs a clearer focus in order to enhance clinical leadership and administration" (p. 2). We recommend the two tracks of the MSc be more clearly defined and re-structured. The MSc research track needs to be directly linked to the PhD

program. One way to accomplish this is to expand the Direct Doctoral Track for students in the MSc research track (see p. 40), and to shift credits from coursework to thesis credits to make the focus on research more transparent. The MSc non-research option can then be clearly designed for, and marketed to, students who are interested in a graduate degree for advancement in administrative and management areas, and not interested in a research focused career.

2.2 The Self-Evaluation Report, states on page 20 that, “The Faculty [of Medicine] hopes that in the not so far future, a Health Sciences Building housing the School of Occupational Therapy, will be found on the Ein Kerem campus.” This ‘hope’ is consistent with recommendations from the 2007 International Assessment Committee. The International Assessment Committee recommended the School of Occupational Therapy be relocated to the Ein Kerem campus and that a strategic planning process be implemented to examine opportunities to enhance collaboration by creating a Center or Institute for Health Sciences to promote inter-professional research and educational opportunities among the health sciences programs. We believe this remains a viable and relevant recommendation.

3. Organization

3.1 We recommend that the Hebrew University take over responsibility for the School of Occupational Therapy as with other Schools at the University. We recommend that the Hebrew University and Hadassah renegotiate their agreement related to the School of Occupational Therapy so the Hebrew University’s responsibility for this unit is clear.

3.2 We recommend that the Hebrew University keeps the tuition money and money from Government sources, and that this money be transferred to the School of Occupational Therapy’s budget for use in stabilizing and growing the School.

3.3 We recommend that all occupational therapy positions currently supported by Hadassah for senior academic faculty, non-academic track faculty and adjunct faculty be moved to Hebrew University faculty positions, with the rights and responsibilities of faculty on par with other units, and as is true for occupational therapy units in universities across the country. This recommendation includes moving the corresponding revenues for occupational therapy positions into the School of Occupational Therapy’s budget.

3.4 Specifically, during the fall 2012, **the Hebrew University needs to design an action plan for accomplishing this change in responsibility, and one year to implement the action plan**, in collaboration with Hadassah, the Government, the Dean of Medicine and the School of Occupational Therapy.

3.5 We recommend that the Israel Science Foundation expand their view of fundable research to include applied science research such as that conducted by the School of Occupational Therapy. Their work is internationally renowned, and yet they have difficulty getting funded within their own country.

4. Teaching and Learning outcomes

4.1 We recommend that the Non-Academic Track Faculty be given faculty appointments within the Hebrew University so that they can be eligible for the benefits afforded the other faculty members at the University.

4.2 We recommend that the University provide the School with more faculty positions [see human resources] so that graduate students have better access to their mentors. Currently some students must wait for an appointment because of the Senior Faculty's overloaded work schedules, or they report that they have limited research topics available with so few mentors.

5. Students

5.1 Infrastructure support for the PhD students, especially funding is not adequate. We recommend that the University provide more funding for PhD students in the School. For example, a portion of graduate tuition could be set aside for doctoral student scholarships.

6. Human resources

This School of Occupational Therapy is extremely under-resourced, both in terms of tenure stream academic faculty (currently 4) and non-tenure track academic faculty (6). This is having an enormous impact on the teaching and research mission. Specifically: (a) The staff is required to teach numerous courses for the professional program, as well as the Masters and PhD programs. In particular, the occupational therapy program includes numerous applied courses, which require small group teaching (4x as much 'face time'), practical lab sessions and many assignments and site visits, in addition to traditional didactic lectures. (b) Adjunct teachers fill gaps in teaching but can minimize cohesion. The numerous (90++) adjunct teachers are paid by the hour by Hadassah and most are not employees of the university. (c) The teaching load is excessive and unrealistic, particularly for the academic tenure track, as it is undermining their productivity and level of research success. (d) Three out of four academic tenure track faculty members also have administrative leadership positions within the School and

therefore have considerable administrative duties and functions to absorb.

(e) The limited number of academic tenure stream faculty members each supervises dozens of graduate students to meet the current needs of trainees in their Masters and PhD program. Indeed, over a dozen potential new PhD students each year cannot be accommodated with supervisors at the School and, therefore, are not enrolled in their PhD program.

6.1 Recruitment of tenure track faculty has been extremely challenging. Indeed, it is our understanding that a number of high caliber faculty members have left the University and others have not applied for an academic position in this program, because of the current conditions. We recommend that high priority be given to stabilizing this unit's human resources with the addition of academic and non-academic faculty so as to enhance the likelihood for growth at a time of high competitiveness for high quality occupational therapy applicants across the three university programs in Israel.

We therefore strongly recommend that the University create 4 additional positions in addition to the current positions funded by the university and Hadassah, to enable the School to expand their PhD program, attract post-doctoral trainees and expand the breadth and scope of research related to occupational therapy. The Chair of the School can decide how to allocate between academic and teaching faculty to meet the needs of the School.

6.2 The senior faculty members in the Department of Occupational Therapy are highly successful and have good insight about the required profile for productive researchers. With such an extremely small academic faculty, hiring faculty with an occupational therapy background is critical to share the teaching load. We recommend that the Rector demonstrate confidence in the department's careful selection of potential applicants for Senior Academic positions by supporting some emerging talent for faculty positions.

7. Research

7.1 We recommend that The Hebrew University provide funding for doctoral and post-doctoral students in the School of Occupational Therapy. Currently the School turns down more than 1 doctoral student per month, which not only reduces the revenue to the university, it also reduces the capacity of the School of Occupational Therapy to produce more world-renowned research and researchers.

7.2 There appears to be active informal mentoring among senior and junior faculty within the School of Occupational Therapy. We recommend the School expand this mentoring activity by developing a formal mentoring program designed to enhance both research track and teaching faculty to help them manage their goals and accomplish the academic milestones necessary to advance their scholarly and scientific careers.

7.3 There are currently not adequate numbers of senior research track faculty to supervise the number of graduate students. The number of students enrolled in the MSc has decreased substantially from 2006 to 2010 (Table 3.4.1a). We recommend continued effort and resources be devoted to increase the number of senior research track faculty in the School to accommodate the demand. This recommendation is consistent with the 2007 International Assessment Committee's recommendations.

7.4 The graduate students recruited and enrolled in the School have been predominantly occupational therapists. We recommend the School consider enhancing the opportunities for interdisciplinary scientific collaboration by expanding the PhD recruitment to include persons with academic backgrounds outside of occupational therapy.

7.5 We recommend the School examine strategies to recruit post-doctoral fellows. The addition of post-doctoral fellows will enhance the School's research infrastructure and scientific environment.

8. Infrastructure

8.1 We recommend that the core School of Occupational Therapy offices and teaching spaces be moved to the Ein Karem campus. Currently they are isolated from their related discipline colleagues, and this creates significant barriers to inter-professional education, professional development for the faculty (e.g., with a 1 hour drive, they cannot attend prestigious seminar talks), access to the management services of their School, and opportunities to foster inter-professional research. We acknowledge that the School of Occupational Therapy already has significant relationships with colleagues who work in the Hadassah Mount Scopus site. Therefore, we also recommend that the School of Occupational Therapy retain space for research labs, offices for graduate students and teaching lab spaces in the School of Occupational Therapy building to continue to foster these collaborations.

8.2 There are several challenges with the existing space for teaching and research. There are leaks in the winter, and the old electrical system cannot support the installation of computers and air conditioners. Smaller rooms are needed for small group teaching. This is important for case-based and problem-based instructional methods, which are increasingly used to enhance clinical reasoning skills and communication. We commend the University for responding to many of the concerns raised by the International Assessment Committee with respect to the building infrastructure. We recommend that these remaining issues be addressed to optimize the teaching and learning environment.

9. Self-Evaluation process

The self-evaluation process revealed that administrative relationships between the Hebrew University and Hadassah are strained, and create unnecessary challenges for the School of Occupational Therapy. Neither of these two administrations are taking responsibility for addressing the needs of the School, so at a time of growth of occupational therapy in the country, this excellent program is poised for decline. The School has been its own champion for many years, and now needs an external champion to support them in growth and evolution. We have made explicit proposals in this report.

The School of Occupational Therapy has a well-established annual review process; we recommend they continue this work.

אוניברסיטת תל-אביב

1. Mission/goals:

1.1. We recommend that the Department of Occupational Therapy engage in a strategic planning process and set specific annual and long term goals for their teaching and research agendas. The current heavy emphasis on teaching at the BOT and MSc levels makes it challenging to dedicate time to the research and doctoral mentoring agendas. A strategic planning process provides a mechanism for prioritizing faculty time and commitments to ensure that the research profile of the Department is enhanced without sacrificing quality in the teaching missions.

2. Study programs:

2.1 The number of students in the BOT program has increased substantially in recent years without a corresponding increase in the teaching staff, classroom space and related teaching resources. Serious consideration needs to be given to increasing the teaching resources (faculty, teaching assistants) and providing adequate classroom space to accommodate the expanded student enrollment.

2.2 The ability to provide high quality clinical training experiences is essential to the success of the BOT program. The number of clinical placements is threatened by external factors (the development of new programs).

Resources and strategies need to be identified to maintain the quantity and quality of the BOT Program's clinical placements.

- 2.3 We recommend the two tracks of the MSc program be more clearly defined and re-structured. The MSc thesis option should be directly linked to the PhD program. Students selecting the MSc thesis option would be tracked into the PhD program. The MSc non-thesis option needs to be designed for students who are interested in a graduate degree for advancement in administrative and management areas; the curriculum for the non-thesis option needs to focus on these areas, making this program fundamentally distinct from the MSc thesis option, which includes a commitment to a PhD track when they apply for the program.
- 2.4 We recommend the PhD program also be restructured. As currently configured and operated, the PhD program is too small and narrowly focused to significantly add to the existing scientific environment. Creating an interdisciplinary PhD Program, similar to the rehabilitation sciences PhD in North America, would allow the program to recruit from a wider pool of potential PhD applicants and will also create an opportunity to collaborate with senior faculty advisors from other departments at the University. This shift in focus also requires the University to change the enrollment requirements to accommodate more PhD students and less Master's students without financial penalty to the department [currently required to admit 15 Master's students per year].

3. Organization:

- 3.1 With the finite number of faculty in the Department of Occupational Therapy, we recommend the department consider alternative ways to increase efficiency of administrative work. It may be helpful to reconsider what committee structure will support the future growth and development of the Department of Occupational Therapy, particularly to increase the research profile.
- 3.2 We recommend that the faculty conduct a time audit to determine how they are collectively spending their time. The Department can then compare this summary to the strategic goals to identify what they will change, abandon and enhance to make sure their time spent aligns with their strategic goals.
- 3.3 We recommend that the Department of Occupational Therapy restructure the way they report information about the Department. For example, it is important to report not only how many PhD students enroll, but also how many students apply that they cannot accommodate to show the demand for their PhD program.

3.4 We recommend that the Department of Occupational Therapy create a formal mentoring program for pre-tenure and tenure track faculty.

3.5 We recommend strengthening relationships with alumni to provide additional fieldwork and financial support.

4. Teaching:

4.1 Given the competitive context with private colleges, we recommend that the relevant university and government bodies evaluate appropriate compensation for clinical fieldwork supervisors across disciplines, and based on these findings, provide compensation to occupational therapy supervisors that reflect this equity. Supporting the clinical education component of the Department illustrates commitment to all aspects of student learning. Additionally, we recommend that Clinical Preceptors be given faculty appointments [without salary] contingent upon the number of students they take in their facilities [e.g., 5 students in every 3 years], and get access to electronic libraries to support their evidence based practices.

4.2 The Department of Occupational Therapy faculty has instituted many innovative and progressive teaching methods, but each faculty's current teaching responsibilities are well beyond typical teaching loads. We recommend that the appropriate university and government bodies provide teaching assistants, doctoral student stipends and additional faculty positions [some of which would enter the research/ tenure track] to support these innovations.

4.3 Faculty members spend a lot of time supporting student learning. We recommend that the faculty examine ways to increase independence in students' responsibilities for their own learning. For example, faculty might consider what teaching and support activities actually reduce or prevent students from experiencing a sense of empowerment to solve problems, make independent decisions and navigate using their own resources.

4.4 We recommend that the occupational therapy faculty evaluate their teaching/ learning activities to identify how to support students as adult learners, emphasizing more independent learning, problem solving and decision making. We also recommend that faculty explore additional self-directed teaching opportunities (peer teaching, online modules) for students that could replace some classroom teaching hours. Additionally, we recommend faculty evaluate all of their assignments to consider the balance of faculty load, student load and student learning outcomes; perhaps there are more efficient and effective ways to continue teaching with quality. For example, students indicated that decreasing Problem-Based Learning meetings to once every 2 weeks would yield the same outcomes, but would cut the teaching needs in half (8 groups per year x 2 years).

4.5 We recommend the faculty consider other strategies for streamlining teaching requirements in the program, such as: a. faculty might carefully examine whether all courses are necessary for training generalists in occupational therapy, which is the expectation at entry level; b. faculty determine if all the tasks and functions performed by faculty are needed (e.g. clinical site visits for all students); c. faculty offer electives (e.g. for graduate students) every second year to decrease teaching needs and increase class size for these specialized courses.

4.6 We recommend that the appropriate university and governing bodies provide additional:

a. Teaching Assistant positions and **b.** tenure track faculty positions and **c.** junior teaching track faculty positions commensurate with the large enrollment in this department.

4.7 We recommend that the faculty implement innovative strategies to increase access to clinical placements, such as placing 2 students with 1 supervisor to increase peer to peer support during the clinical placements, identifying additional emerging areas with no current occupational therapy services [e.g., community practice sites] for student innovation clinical experiences, and selected international placements.

5. Students:

5.1 Graduate programs are restricted to occupational therapists. We recommend that the department broaden the student profile for the PhD program to include students from related disciplines or areas of study relevant to the research programs. This complementary expertise would enrich the interdisciplinary collaborations and the richness of the research projects.

5.2 We recommend that the Department of Occupational Therapy conduct regular annual surveys of graduates to provide a formal mechanism for objective program evaluation.

5.3 Alumni activity appears minimal and has not been a priority in the past. We recommend that the faculty implement strategies to build relationships with alumni to enhance partnerships for teaching and clinical supervision collaborations and possibly donations. The Department may wish to work with the University's development office to enhance 'giving' and seek donors for particular programs, awards and scholarships, or for funding small projects within the department.

6. Human resources:

- 6.1 The faculty is severely under-resourced in terms of full time junior and senior faculty (<10 faculty for greater than 300 students). Adjunct appointments fill the numerous gaps but can minimize cohesion. In order to maintain and appropriately support these programs, additional non-tenure track faculty and teaching assistants are needed. If this is not feasible, then the number of students should be appropriately decreased to ease the teaching burden (see related recommendations in other sections).
- 6.2 Recruitment of tenure track faculty has been extremely challenging. A reconfiguration of the tenure stream faculty's roles and responsibilities emphasizing research activities and supervision of doctoral students is necessary to attract high caliber Senior Faculty members (tenure-track).
- 6.3 The number of faculty in the tenure stream is very low (n=3), and insufficient to provide the breadth of research expertise needed to attract doctoral students across a range of interests related to occupational therapy. Tenure track staff is severely overburdened with teaching responsibilities, with very limited dedicated time for their research program. The tenure track staff holds administrative leadership positions (Head of Department, Head of BOT or MSc programs), further limiting their dedicated time for research. We recommend the addition of 3 tenure stream positions for a total of 6 tenure stream positions.
- 6.4 In terms of promotion, there are only two tenured faculty members and one other faculty member who has submitted her tenure dossier. Many faculty members with PhDs are reluctant to pursue tenure track positions due to the expectations imposed by the Faculty of Medicine for tenure. Specifically, the emphasis on impact factor is more relevant for fundamental biomedical research. Clinical research related to occupational therapy is most appropriately published in occupational therapy or rehabilitation journals, which have low impact factors due to the limited number of published papers (and therefore citations) in the field. This needs to be addressed by the Dean of Medicine within the promotions committee. It may be helpful to have a representative from this Department and certainly from the School of Health Professions on the Promotions and Tenure Committee.
- 6.5 Technical and administrative staff is minimal to support these undergraduate and graduate programs. As part of the strategic plan, consideration of additional technical/secretarial support could be considered to alleviate faculty burden.

7. Infrastructure:

- 7.1 The classrooms for the full class (60-65) are too small. This was clearly evident to us on tour and students also complained about this. These rooms

are a fire and safety hazard. Students often sit on the floor as there is not adequate seating in the larger or the smaller (for group teaching) classrooms. It is the responsibility of the University to address this situation urgently, either by reducing student class size, by enlarging existing classrooms if feasible or finding new teaching spaces for the program.

- 7.2 We are under the impression that students would appreciate having learning spaces with computer stations to carry out independent learning and coursework while on campus. Possible additional workstations for independent learning should be considered, within the School and the library.
- 7.3 More office space for faculty will be needed, particularly since program is poised to grow.

8. Research:

- 8.1 We recommend that the department reduce and consolidate Research Themes. The Research Themes identified in the Self-Evaluation report are too broad and numerous. We recommend faculty examine the Themes and select those that have sufficient scientific depth and funding to be maintained over time, paying careful attention to linking the Themes to interdisciplinary research teams. We recommend that the teams include faculty members at different ranks within and outside the Department. The revised list of Themes and related research teams can then be used to characterize the research opportunities available in the Department and advertise to potential doctoral students, research collaborators, and the general scientific community at the University and beyond.
- 8.2 We recommend that the Department of Occupational Therapy define the difference between Research and non-Research Tenure Track Faculty. The distinction between faculty with tenure track appointments and active, or emerging, research programs and those with a teaching focus needs to be clearly defined. Faculty members with expectations to develop funded research programs and publish in high quality refereed journals must be provided the appropriate time and resources to be successful. The practice at research intensive universities around the world is to protect the time of early career research faculty in the tenure track by reducing their teaching and committee requirements, usually for a period of three to five years.
- 8.3 We recommend that the Department of Occupational Therapy establish a formal Faculty Mentoring Program for early career tenure track faculty. Such a program might also be considered for junior non-tenure track faculty to help them define their career trajectory. There are many excellent models of mentoring programs available. Ideally, the program will include a team of two-three senior faculty members. They may be from outside the Department or School. One mentor might be a person with expertise in the

junior faculty member's area of research, and one might be senior person who would serve as a career mentor and provide feedback regarding promotion and tenure, time management, and general career advice.

8.4 We recommend that the Department of Occupational Therapy restructure the PhD and Master's Degree Programs. The PhD program is an excellent resource to build research infrastructure within the Department and School. As currently configured and operated, the PhD program is too small and narrowly focused to significantly add to the existing scientific environment. Creating an interdisciplinary PhD Program, similar to the rehabilitation sciences PhD in North America, would allow the program to recruit from a wider pool of potential PhD applicants (i.e., applicants from many disciplines) and will also create an opportunity to collaborate with senior faculty advisors from other departments at the University. In conjunction with restructuring the PhD Program, we also recommend that the Department restructure the Masters programs by targeting students who would complete the MS thesis and then track directly into the PhD program. The overall number of Master's degree students would be reduced and the number of students completing the combined MSc (thesis) and PhD would be increased. The restructuring of the PhD/MSc programs can be closely linked to the creation of the theme based research teams described above. Ideally, each of the interdisciplinary research teams would include at least one senior faculty member, early career faculty members and PhD students. Such a restructuring will create a critical mass of (interdisciplinary) investigators and improve the research team's productivity and ability to compete successfully for external funding.

8.5 We recommend that the Department of Occupational Therapy make any new tenure track position competitive by offering a package of expectations that are more like other research universities [e.g., '1-2 courses per semester and at least 50% time dedicated to research and writing.

המלצות מตוך הדוח הכללי

המלצות למוסדות

1. Program:

- 1.1 This is the first review of occupational therapy programs by the Council for Higher Education, and so the process introduces many new possibilities for supporting high quality occupational therapy education and research in Israel. For example, occupational therapy programs need to conduct routine surveys of their graduates, employers and clinical supervisors to keep apprised of the status of their graduates and to respond to formative feedback that can inform the curriculum.
- 1.2 There is a shortage of occupational therapists in Israel in general, and some areas of practice are experiencing a more chronic shortage than others. For example, mental health and aging programs have a harder time recruiting personnel. Some occupational therapists are paid more than others, and this creates recruiting difficulties for certain agencies. The governmental ministries of education, health and welfare need to collaborate with occupational therapy faculty and clinicians to examine the inequity of pay in occupational therapy positions across settings to build capacity across service areas.
- 1.3 All the universities that sponsor occupational therapy programs employ a hierarchical decision making structure for hiring new faculty. While we agree that the leadership of the university needs to participate in the decision making process and approve the selection of candidates, we believe that these departments/schools of occupational therapy have developed to the point that they have the substantive experience to have more authority and responsibility to lead hiring decisions. In some cases, they may hire faculty with primary teaching responsibilities. In other cases, they may create an innovative proposal for supporting promising young researchers to complete their training [e.g., supporting them during a post-doctoral experience] with a commitment to return to the sponsoring university. It is not in the best interests of these growing departments/schools of occupational therapy to have imposed or rigid rules that have evolved from more established disciplines.
- 1.4 We agree that the same standards of credentials and productivity need to be applied; additionally, we believe that the leadership in occupational therapy programs must have responsibility and accountability for making hiring decisions that meet the high standards in a way that is consistent with the occupational therapy discipline and mission of the department/school.

- 1.5 The universities are requiring potential faculty applicants to leave Israel for doctoral and/or post-doctoral study, so although they are getting an extraordinary education here, and are quite adaptable as evidenced by their successes (e.g., publishing their work internationally), they are not considered ‘eligible’ for positions in the country. There are concerns about “inbreeding” (i.e., all degrees earned within one university). The concern about ‘inbreeding’ must not apply to the entire country of Israel; there are distinct graduate experiences across universities and disciplines with distinguished researchers within Israel that would provide diverse, unique and valuable training experiences for potential occupational therapy faculty.
- 1.6 We recommend that for future Quality Assurance Evaluations of Occupational Therapy that the programs be required to include curricular philosophy, conceptual framework and design to provide an overarching view of their education programs.
- 1.7 The occupational therapy doctoral programs have a lot to offer developing researchers. We recommend that they market and accept qualified applicants from other disciplines to enrich their academic research programs.
- 1.8 Occupational therapists are very capable in Israel, and many already come back to graduate school. We invite the profession to consider when in their collective development they would be ready to move to the Master’s degree being their entry degree to the profession.
- 1.9 These programs have extremely loyal alumni, and yet there does not seem to be formal connections with alumni and the university programs. We recommend that the occupational therapy programs establish connections with alumni, and include information sharing and requests for donations to support departmental/school initiatives.

2. Research

- 2.1 It is very clear that the HELSINKI law needs to be revised to reflect current methods for conducting clinical research involving human subjects. There is a lot of research that does not directly involve medical personnel, making it awkward for physicians to serve as the leader of the studies they know little about, yet must take responsibility for the conduct of the research. Further, senior faculty researchers do not get credit for leading projects, when there is a requirement for a physician to serve as the lead, when physicians are not knowledgeable about the topic. This change will likely also require that the universities take on new responsibilities for Ethics reviews. We recommend that the government and the university leadership across the country begin a process of revising these rules that are hampering and distorting the excellent quality research being conducted by occupational therapists and other health professionals throughout Israel.

- 2.2 With few exceptions, doctoral and postdoctoral trainees in occupational therapy have very limited access to funds to support their graduate training. As a result, they must continue to work full time in practice while taking courses, obtaining mentoring, completing research and writing. As a result, students are hampered in productivity, time to completion and opportunities for collaboration. The government and the universities need to support doctoral students and post-doctoral fellows so they can concentrate on their research program of study. This strategy has the additional benefit of supporting academic faculty's research programs, and enables them to apply for more grants and publish more of their work.
- 2.3 Criteria for promotion and tenure need to reflect standards appropriate for the field, such as publishing in influential journals in occupational therapy and related disciplines. It is important to create benchmarks appropriate for the field of study; impact factors based on biomedical science are not appropriate for applied research publications. Each University Promotion and Tenure Committee needs to create relevant benchmarks for occupational therapy faculty members.

3. Teaching/ Learning:

- 3.1 The occupational therapy faculty members in all three programs have extremely heavy teaching loads for research faculty when compared to universities in North America. We recommend that the appropriate governmental and university leadership set more acceptable standards for teaching loads, and that these standards include a mechanism for reducing teaching loads when research faculty have funding for projects that require the senior faculty's time to oversee and conduct the project. Because this is a professional program that requires a large number of content specific courses to meet occupational therapy minimum standards, courses cannot be removed for a period of time while faculty members work on a project. Furthermore, courses must have more multiple small groups, practical labs and competency checking when compared to other courses in the university, which also increases the time demands for teaching and evaluating students. We acknowledge that each University may need to set a specific plan that is consistent with their structure.
- 3.2 In order to alleviate the burden of creating many elective courses at each university program, we recommend that the 3 programs consider the possibility of offering graduate coursework across all the universities using internet, web conferencing, or other distance means so students would not have to travel to each university. This would enable graduate students to get the best expert teaching a course, and would reduce overall teaching loads

for graduate courses. Within this possibility, students would still sign up for their graduate work at their preferred university, with their preferred mentors, and courses would be co-listed across universities. Universities could also offer these courses for non-degree seeking clinicians as a source of revenue and to support better practice.

- 3.3 The three occupational therapy programs need to clearly differentiate the MS clinical/ [non-thesis] and MS thesis /PhD tracks. Currently the vast majority of graduate students take the thesis option because this keeps their options open to pursue a PhD later if they wish. Therefore, many students complete a thesis, which creates a much greater burden on supervising faculty, and only some of these students continue to the PhD. It is at the PhD level that faculty receive the most help to advance their research agenda so we recommend that the schools create a clear differentiation of the two master's degree options so that students who seek advanced clinical training and greater proficiency as a knowledge user to promote evidence based practice would pursue the non-thesis track, whereas those who intend to continue to the PhD would pursue the thesis track. Those pursuing the thesis option would obtain more credits for the thesis, and less credits for coursework, creating additional clarity about the difference between the 2 options.
- 3.4 We recommend that the occupational therapy programs consider what it means that all students earn grades in a very narrow and high range. This practice does not differentiate performance among students, and perhaps reduces the possibilities for substantive feedback.
- 3.5 The occupational therapy faculty members are making strides to be connected with members of other disciplines, but location, resources and other factors are creating barriers to inter-professional education. There is a critical need for the government and the universities to prioritize inter-professional education and research by creating and supporting initiatives to house health disciplines in proximity to each other, and to fund inter-professional education, doctoral students and research projects that address inter-professional collaboration, the impact on learning and ultimately on health outcomes.
- 3.6 All departments indicated that they are having increasingly greater difficulty finding clinical placements for students. We recommend that the fieldwork leaders employ innovative and experimental strategies for providing supervision. For example, some settings are supervising 2 students with one therapist. The clinical preceptors are trying out methods that can be shared.
- 3.7 The Council for Higher Education needs to address the inequity of payment to clinical sites for supervising students. Currently, the developing programs in private colleges are paying as much as 4 times more for placement supervision, and so the public universities cannot compete. We recommend

that the CHE require a set amount be paid for clinical site supervision as part of the accreditation process. Specifically, the universities have a limit on this remuneration; colleges need to be required to pay the same amount to equalize the process within the community.