



Committee for the Evaluation of
Occupational Therapy Studies Program

**Hebrew University- Hadassah
School of Occupational Therapy**

Evaluation Report

June 2012

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Chapter 1: General Background

During its meeting on November 11, 2011, the Council for Higher Education (CHE) decided to evaluate departments in the fields of Occupational Therapy.

Following the decision of the CHE, the Minister of Education who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- Prof. Winnie Dunn, University of Kansas Medical Center, USA– Committee Chair
- Prof. Tal Jarus, The University of British Columbia, Canada
- Prof. Annette Majnemer, McGill University, Canada
- Prof. Kenneth J. Ottenbacher, University of Texas Medical Branch, USA

Ms. Daniella Sandler - Coordinator of the Committee on behalf of the CHE.

Within the framework of its activity, the Council for Higher Education asked the Committee to:

- Examine the self-evaluation reports submitted by institutions that provide study programs in Occupational Therapy
- Present the CHE with final reports with findings and recommendations for each of the evaluated academic units and study programs.
- Submit to the CHE a general report regarding the status of the examined field within the Israeli system of higher education and relevant recommendations.

The Committee's letter of appointment is attached as **Appendix 1**.

The first stage of the quality assessment process consisted of self-evaluation, including the preparation of a self-evaluation report by the institutions under review. This process was conducted in accordance with the CHE's guidelines as specified in the document entitled "The Self-Evaluation Process: Recommendations and Guidelines" (October 2010).

Chapter 2: Committee Procedures

The Israeli CHE gave an overview of higher education in Israel and a description of the Israeli CHE at their first meeting on June 12, 2012. They also discussed Occupational Therapy Studies Programs in Israel and fundamental issues concerning the committee's quality assessment activity. Committee members had received copies of the departmental reports before this date.

During June 2012 committee members conducted two-day site visits to Tel Aviv, Haifa and Hebrew University.

This report refers to the Occupational Therapy studies at The Hebrew University-Hadassah School of Occupational Therapy, established over 60 years ago, includes programs on all academic levels, including undergraduate, graduate and postgraduate. The School also runs an active continuing education program.

In 1978, in line with the development of the occupational therapy profession in the United States and Canada, the School applied for academic recognition by the Israel Council for Higher Education (ICHE). The program was given full accreditation and the Hebrew University-Hadassah School of Occupational Therapy was recognized as the first academic occupational therapy program in Israel. The School was established both with respect to the clinical services that the graduates of the School provided in the numerous facilities throughout Israel, and in the establishment of two additional occupational therapy programs in Israel – at the Tel-Aviv University (in 1985) and at the Haifa University (in 1987) - which were headed and staffed by graduates of the Hebrew University-Hadassah Occupational Therapy School.

The Committee's visit to the University took place on June 19-20, 2012 and it included two days of intensive meetings with appropriate administrators, tenure and tenure-track faculty, and BA, MSc and PhD students and visits to laboratory facilities as well as Clinical Sites. We thank appropriate individuals for their involvement in our proceedings. Their input allowed us to explore many of the issues raised in the self-evaluation report.

The schedule, including the list of participants representing the institution, is attached as **Appendix 2**.

Chapter 3: Executive Summary

The School of Occupational Therapy at Hebrew University has a strong academic faculty, effective teaching and a productive program of research. The Academic Faculty are quite resourceful, harnessing an arsenal of community based resources to support their programs. They attract highly qualified students at all levels of education; the demand is much greater than the School's ability to serve student applicants. Their research program is quite productive, and their work is internationally recognized.

The School of Occupational Therapy at the Hebrew University is poised for decline at a time when occupational therapy is poised for growth in the rest of the country. This school is being neglected while the Hebrew University and Hadassah leadership each fail to take responsibility for ensuring this strong department's continued success and growth. We make detailed recommendations below, which focus on the need for Hebrew University to take over sole responsibility for the School, the necessity to renegotiate the agreement between Hadassah and the Hebrew University regarding the School of Occupational Therapy and the importance of supporting this School to achieve its full potential. We also recommend relocation of the School to the Ein Kerem campus to situate them with the other Schools of Health Professions, and recommend that the Hebrew University establish an Institute or Center of Health Professions. Other recommendations to support these changes are in the report below.

The report is organized by topics, with a brief summary of each topic and a listing of strengths. The last section of the report summarizes all the recommendations.

Chapter 4: Department Evaluation

1. Mission, goals

The Hebrew University's mission is "to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning... as part of the international scientific and scholarly network." In concert with the university's mission, the Hebrew University-Hadassah School of Occupational Therapy's mission is to educate and train future occupational therapists, to convey basic and advanced knowledge to practicing occupational therapists, to create, transmit and apply theoretically driven evidence-based knowledge and to promote excellence and leadership.

The School of Occupational Therapy has also set goals for each program. The goal of the Undergraduate Program is to train occupational therapists to achieve academic as well as clinical excellence. The general aims of the Graduate Program are to enhance the students' abilities to critically consume and create professional knowledge and research, to advocate for individuals with disabilities, to impact and influence policy, to excel as managers, and to promote clinical and professional leadership.

STRENGTHS

The School of Occupational Therapy is a strong example of a unit that is meeting and exceeding the mission of the Hebrew University.

2. Study programs: curriculum, evaluation of all degrees

The School of Occupational Therapy currently offers programs at all academic levels, baccalaureate, masters (research and non-research tracks) and doctoral. The School also operates an active continuing education program.

STRENGTHS

The curriculum for the bachelor's program is based on a clearly articulated bio-psychosocial approach to developing theory and guiding clinical practice.

The bachelor's program is in high demand and attracts applicants with excellent academic qualifications. Only 5-10% of students applying to the program are accepted.

The student satisfaction ratings for the program are excellent (< 5% attrition rate) and there is high employment demand for the graduates of the program.

The Program has very strong support from the local clinical community and is respected locally, nationally and internationally.

The graduate programs (Master's and PhD) are well established; attract highly qualified and committed students. The graduate programs are contributing to the advancement of a scientific knowledge-base for occupational therapy and related fields.

3. Organization: Committees, decision process

The Hebrew University operates on five campuses: Mount Scopus campus; Edmond J. Safria campus; Ein Kerem campus; Rehovot campus; and the International Institute for Marine Science in Eilat. The Hebrew University-Hadassah School of Occupational Therapy is one of five Schools of the Hebrew University Faculty of Medicine. The School of Occupational Therapy is located on the Mount Scopus campus. The other four Schools in the Faculty of Medicine (Medicine, Public Health and Community Medicine, Pharmacy, Nursing, and Dental Medicine) are located on the Ein Kerem Campus.

The School of Occupational Therapy is under the joint authority of Hadassah and the Hebrew University. This structure adds onerous complexity to the budget and HR management of the School at a time when efficiency is of paramount importance.

Internally, the School has a clear organizational structure where all faculty members assume different roles and participate in various committees. The Dean of the Faculty of Medicine specifies the committee structure; the School finds this structure helpful to their operation. Those committees are responsible for admissions, curriculum and student issues related to the School.

The adjunct faculty members are involved in both committee work and the School meetings.

STRENGTHS

The School has a solid and well-functioning committee structure. Faculty members are fully involved in the School's committees. The faculty members perceive the committee work to be very efficient and structured in a way that allows the School to monitor and advance its work.

The different administrative roles are well divided among faculty members.

Faculty members, particularly senior staff, are intricately involved in the decision-making process.

Adjunct faculty members who are external to the core members of the school are valued contributing members of the School committees.

4. Teaching and Learning outcomes: Teaching methods; evaluation and improvement of teaching; methods used to evaluate learning outcomes

The School of Occupational Therapy employs a wide range of teaching methods, commensurate with the knowledge and skills their students need to master. Additionally, they employ a wide range of methods for assessment. Students in the occupational therapy programs must demonstrate competence by knowing, doing, reflecting and interpreting situations. The faculty members match their evaluation of learning outcomes to each of these forms of competence.

The School has a multistep process for teaching evaluation and improvements. The University has a mechanism for evaluating teaching, which includes surveys of students. They have had more challenges getting a high response rate since the university moved to internet based assessment, so

they adjusted course schedules to build in time for students to complete the questions to make sure they got feedback from the highest number possible. Each semester, the faculty members also discuss the curriculum with class representatives to address issues across the program. The School's faculty members are available to students during semesters as well, to make mid-term adjustments when possible. When faculty members have feedback that requires adjustment, they have a mentoring process in place to support their colleagues to design more effective teaching methods. Conversely, they offer awards to faculty members and clinical supervisors identified as 'excellent educators'. Collectively they are very attentive to excellence in teaching and learning.

STRENGTHS

The School of Occupational Therapy takes advantage of the University's resources to support student learning, including use of teaching evaluation methods and use of technology to foster competency development.

The School has a multi-tiered system of supporting excellence in teaching.

The School is incredibly resourceful. With extremely low funding, they have internationally renowned senior faculty, and have also arranged for adjunct faculty, junior faculty and interdisciplinary faculty to teach their students.

All of the Non-Academic Track Faculty members have graduate degrees, and conduct research in addition to their teaching responsibilities, even though this is not part of their roles and responsibilities.

The Hebrew University has a strong teaching evaluation, feedback and support system for all levels of faculty, and faculty members reported that they find the system very informative.

5. Students: Actual admission data (including exceptions); grading, services; outcomes alumni, etc.

We met students from the BOT, MSc and PhD levels. The occupational therapy program is very competitive and attracts highly talented students. For the BOT program, around 600 applicants compete for the 45 spots the program offers, where the mean psychometric score of those who enrolled in the program ranged between 671-685. Approximately 170 BOT students, 50 MSc and 12 PhD students are currently enrolled in the department.

STRENGTHS

Students who enter the programs in all levels are very high caliber. The BOT program is one of the most competitive programs in the university.

Students are highly respected by all stakeholders. The administrative leadership, the Dean, adjunct faculty, clinical supervisors and faculty members commended the OT students.

Students from all levels feel highly supported by the School in the different programs at most aspects of their program. They often mentioned the student-centered approach and referred to the caring milieu in the School.

Adjunct faculty members also report that the School is supportive to the students.

PhD students benefit from the opportunity to be hired as a teaching assistant. They view it as a great opportunity for professional and personal growth.

6. Human resources: Faculty quality and quantity; achievements; promotions; updated; fields, number; ratio; administrative staff, etc.

The Head of the School at the time that the self-evaluation report was written was Dr. Naomi Weintraub. Professor Shula Parush was on sabbatical leave between 2010-2011, but resumed her position as Head of the School of Occupational Therapy, which began in 2007.

The current faculty complement includes 4 Senior Academic Staff (staff with academic tenure stream appointments; 1 lecturer, 2 senior lecturers, 1 associate professor), 12 non-Academic Staff (6 FTE; PhD or PhD candidates), 3.25 Junior Academic Staff (research or teaching assistants) and close to 100 Adjunct Staff. There is an Administrative Director and 5 [4.25 FTE] secretaries to support the 4 degree programs.

The vast majority of faculty members are on the Hadassah payroll. In January 2011, the School received their first academic position from the university, 1 out of 3 recommended by the International Assessment Committee. Adjunct teachers within the graduate program (MSc, PhD) are paid by the university, whereas those teaching in the undergraduate occupational therapy program are paid by Hadassah (hourly wage).

STRENGTHS

In spite of limited human resources, the academic and non-academic staff manages to meet the teaching needs of the 4 programs (BOT plus 3 graduates). However, these teaching efforts are undoubtedly at the expense of fulfilling their research mission.

The faculty members are a highly committed and cohesive group of individuals. They work hard to support each other and care very much for the well-being and success of their students and fellow faculty members. The clinical preceptors at the hospitals, rehabilitation centers and other clinical sites are highly engaged with the School and committed to supporting the academic mission.

The adjunct teachers from other disciplines (e.g. orthopedics, neurology, developmental pediatrics, psychology), remark on how much they value interacting and collaborating with this dedicated and talented occupational therapy staff and students.

The faculty is committed to providing workshops and other continuing education opportunities to their clinical community, so as to enhance evidence-based practice.

7. Research: Internal and external allocations, including grants, fellowships; publication, international status

The School of Occupational Therapy has a commitment to the development of knowledge and the training of scientists that is consistent with the Mission of Hebrew University. This commitment is expressed in the University's Mission statement:

As the first research university in Israel, the Hebrew University's mission is to develop cutting edge research, and to educate the future generations of leading scientists and scholars in all fields of learning. The Hebrew University is part of the international scientific and scholarly network: we measure ourselves by international standards and we strive to be counted among the best research universities worldwide (Section 1.2, p. 5).

STRENGTHS

The faculty have clearly established areas of research focus and these areas are supported by high quality scientific publications and research funding – approximately 60 publications in refereed journals and \$600,000 NIS in research funding during the past five years.

The faculty members have established research labs and are conducting interdisciplinary research involving graduate students, collaborators in other departments, and the local hospitals and clinics.

The faculty members demonstrate a history of successful research training involving graduate students. A majority of the publications generated by senior academic faculty over the past five years involve graduate students as collaborators and co-authors.

Since 2010, graduate students have been eligible to compete for internal scholarships provided through the Faculty of Medicine and have had an excellent success rate.

The faculty members have received national and international awards and recognitions for their scholarship (editorial board membership, international research awards, etc.).

Graduate students are eligible for some funds to present their work at conferences.

8. Infrastructure: Labs, library, IT, etc

The School of Occupational Therapy is situated in the Riklis Building, owned by the Hadassah Medical Organization and on the Mount Scopus campus of the Hospital and University. We toured the building. There are three floors including classrooms and offices for the School of Occupational Therapy. The building is accessible to individuals with physical challenges but not sensory impairments.

Some recent improvements have been made; several appear to be in response to the report submitted by the 2007 International Assessment Committee. Renovations include the addition of supporting walls to minimize cracking, a new elevator, air conditioning on the second and third floors, addition of two classrooms and construction of computer and splinting laboratories.

STRENGTHS

Recent improvements to the building have made it more accessible (elevator), comfortable (air conditioning on 2 out of 3 floors), and better equipped to meet the teaching needs. Classroom spaces have been renovated as have the practical laboratory rooms for teaching. Audiovisual equipment in the classrooms has also been improved dramatically over recent years. The faculty members are extremely grateful for these improvements to their environment.

The proximity to the Rehabilitation Department of the hospital is beneficial for instruction purposes and also for collaborative research.

The three existing research laboratories are adequately sized, and a new research lab for cognitive rehabilitation is under development.

In order to expose occupational therapy students to more sophisticated rehabilitation equipment, The School arranges site visits to adapted rooms and rehabilitation technologies that are not available at the University (e.g. Alyn, Sheba Hospitals) to enable students to learn about their application and use as part of intervention strategies. These are excellent learning environments for the students.

9. Self-Evaluation process: Current and ongoing

The School of Occupational Therapy has a strong process of evaluating its curriculum, teaching practices, student satisfaction, and community relationships. They did a thorough job preparing for this review. The School collaborated with Hebrew University Administration to conduct this self-evaluation process. They created a steering committee and 6 work groups to complete the process.

STRENGTHS

The School and faculty members are quite interested in obtaining feedback and improving their work. In addition to this evaluation, they conduct an annual review of their School as part of continuous quality improvement.

The faculty members are open to feedback, and responsive as evidenced by changes that have occurred from previous reviews.

RECOMMENDATIONS:

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.

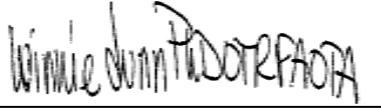
8.2 There are several challenges with the existing space for teaching and research. There are leaks in the winter, and the old electrical system cannot support the installation of computers and air conditioners. Smaller rooms are needed for small group teaching. This is important for case-based and problem-based 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.

Signed by:



Prof. Winnie Dunn



Prof. Tal Jarus



Prof. Annette Majnemer



Prof. Kenneth J. Ottenbacher

Appendix 1: Letter of Appointment



שר החינוך
Minister of Education
وزير التربية والتعليم

November, 2011

Prof. Winnie Dunn
Department of Occupational Therapy Education
University of Kansas Medical Center
USA

Dear Professor Dunn,

The State of Israel undertook an ambitious project when the Israeli Council for Higher Education (CHE) established a quality assessment and assurance system for Israeli higher education. Its stated goals are: to enhance and ensure the quality of academic studies; to provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel; and to ensure the continued integration of the Israeli system of higher education in the international academic arena. Involvement of world-renowned academicians in this process is essential.

This most important initiative reaches out to scientists in the international arena in a national effort to meet the critical challenges that confront the Israeli higher educational system today. The formulation of international evaluation committees represents an opportunity to express our common sense of concern and to assess the current and future status of education in the 21st century and beyond. It also establishes a structure for an ongoing consultative process among scientists around the globe on common academic dilemmas and prospects.

I therefore deeply appreciate your willingness to join us in this crucial endeavor.

It is with great pleasure that I hereby appoint you to serve as the chair of the Council for Higher Education's Committee for the Evaluation of Occupational Therapy Studies.

The composition of the Committee will be as follows: Prof. Winnie Dunn (Chair), Prof. Tal Jarus, Prof. Annette Majnemer and Prof. Kenneth J. Ottenbacher.

Ms. Alisa Elon will coordinate the Committee's activities.

In your capacity as the chair of the Evaluation Committee, you will be requested to function in accordance with the enclosed appendix.

I wish you much success in your role as chair of this most important committee.

Sincerely,


Gideon Saar
Minister of Education,
Chairperson, The Council for Higher Education

Enclosures: Appendix to the Appointment Letter of Evaluation Committees

cc: Ms. Michal Neumann, The Quality Assessment Division
Ms. Alisa Elon, Committee Coordinator

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כתובת אתר המשרד: <http://www.education.gov.il>

Appendix 2: Site Visit Schedule

Time	Subject	Participants & Location
9:45–8:45	Tour of clinical site 1	Alyn Hospital, guided by Dr. Naomi Weintraub
10:00-10:45	Tour of clinical site 2	Yad Sarah, guided by Ms. Danit Langer and Dr. Aviva Yochman
11:30-12:00	Opening session with Heads of Institution at University President's office	Prof. Menahem Ben Sasson – President Prof. Sarah Stroumsa – Rector Prof. Yaacov Schul – Vice Rector
12:00-12:15	Escort to OT School with Ms. Jeri Hahn-Markowitz	
12:15-12:45	Meeting with the Director General of Hadassah Medical Organization	Prof. Ehud Kokia OT School Third floor (room # 333)
12:45-13:15	Meeting with the Dean of the Faculty of Medicine	Prof. Eran Leitersdorf OT School Third floor (room # 333)
13:15-14:15	Closed working meeting with lunch	OT School Third floor (room # 333)
14:15-14:45	Meeting with the Directors of the School of Occupational Therapy	Prof. Shula Parush – School Chair & Director of Graduate Studies Dr. Tami Bar-Shalita – Deputy School Chair & Director of Undergraduate Studies Ms. Cohavit Levy-Mazaki – Administrative Director OT School Third floor (room # 333)
14:45-15:15	Meeting with senior academic faculty	Dr. Naomi Weintraub Dr. Adina Maeir Dr. Hagit Magen OT School Third floor (room # 333)
15:15-15:45	Meeting with representatives of relevant departmental committees (education/curriculum committee, admissions committee, clinical studies)	Prof. Asher Ornoy – Head of Curriculum Committee Dr. Yoram Maaravi – Member of Curriculum Committee & Student Admission Committee for PhD

	committee, research committee, coordinators of specialty areas)*	<p>studies</p> <p>Dr. Aviva Yochman – Coordinator of Developmental Disabilities studies</p> <p>Dr. Uri Feintuch – Coordinator of Research studies</p> <p>Ms. Danit Langer – Coordinator of Physical Rehabilitation studies</p> <p>Dr. Ruth Traub Bar-Ilan – Coordinator of the accelerated MSc program</p> <p>Dr. Anat Golos - Coordinator of clinical studies</p> <p>Dr. Esti Tekuzener - Clinical fieldwork coordinator</p> <p>OT School Third floor (room # 329)</p>
15:45-16:15	Meeting with junior faculty*	<p>Ms. Tal Mazor-Karsenty</p> <p>Ms. Miri Tal-Saban</p> <p>Ms. Jeri Hahn-Markowitz</p> <p>Ms. Shlomit Spiegelman</p> <p>OT School Third floor (room # 329)</p>
16:15-16:45	Meeting with adjunct lecturers*	<p>Dr. Nava Keren</p> <p>Dr. Itai Berger</p> <p>Dr. Yehuda Pollak</p> <p>Dr. Josh Schroeder</p> <p>Dr. Naama Hochstein</p> <p>Dr. Michael Michaelovitz</p> <p>Mr. Gavriel Neiman</p> <p>OT School Third floor (room # 329)</p>

Time	Subject	Participants
09:00-09:30	Meeting with clinical preceptors*	Ms. Lori Rosenberg, Ms. Lubna Nasheff, Ms. Debi Gevir, Ms. Liba Kastner, Dr. Esti Tekuzener, Ms. Noga Carmi, Ms. Miriam Kerem OT School Third floor (room # 329)
09:30-10:00	Tour of facilities: laboratories, classrooms, library	Guided by Ms. Jeri Hahn-Markowitz & Ms. Cohavit Levy-Mazaki
10:00-10:45	Meeting with undergraduate students*;**	OT School Third floor (room # 329)
10:45-11:30	Meeting with master's students*;**	OT School Third floor (room # 329)
11:30-12:45	Meeting with PhD students*;**	OT School Third floor (room # 329)
12:45-13:45	Closed working meeting with lunch	OT School Third floor (room # 333)
13:45-14:30	Summation meeting with the Directors of the School of Occupational Therapy	Prof. Shula Parush – School Chair & Director of Graduate Studies Dr. Tami Bar-Shalita – Deputy School Chair & Director of Undergraduate Studies Ms. Cohavit Levy-Mazaki – Administrative Director Dr. Naomi Weintraub – Head of the Self Evaluation Steering Committee OT School Third floor (room # 333)
14:30-15:30	Summation meeting with Heads of Institution, Dean of Medicine and Head of the Department	Prof. Sarah Stroumsa – Rector Prof. Yaacov Schul – Vice Rector Prof. Eran Leitersdorf -Dean of the Faculty Prof. Shula Parush – School Chair & Director of Graduate Studies Minhala Building, First Floor (room 414), University Campus