

# Certificate Assessment Plan

*Office of the Provost  
University of Florida  
Institutional Assessment  
Continuous Quality  
Enhancement Series*

Education and Healthcare  
Transition Certificate

College of Education

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## Table of Contents

A. Rationale.....	2
B. Mission .....	2
C. Student Learning Outcomes (SLOs).....	2
D. Assessment Timeline for Certificates .....	3
E. Assessment Cycle Chart for Certificates .....	4
F. Methods and Procedures.....	4
G. Assessment Oversight .....	5

# Education and Health Care Transition (EdHCT)

## College of Education *Certificate Assessment Plan*

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### **A. Rationale**

At present, education transition and healthcare transition function in entirely separate realms. The purpose of this certificate is to respond to an increased number of children and youth with special health care needs (CYSHCN) and invisible chronic illness (ICI), highlighting the importance of collaboration around transition between the multiple medical and educational disciplines. Our approach will be to provide background information in each discipline prior to discussing the relationship of the two disciplines with one another. Ultimately, we anticipate the E-HCT Certificate impacting the transition of CYSHCN and ICI on a national and international scale.

### **B. Mission**

This certificate program aligns with the mission of the College of Education because it helps to prepare exemplary education and health practitioners in order to solve a critical human problem within the local and global communities. The EdHCT certificate impacts education and health systems on a national and international scale aligning with the mission of both the college and university. This program supports the strategic plan of the university because it aids UF in reaching its goal of becoming a top ten institution given its innovation, positioning in the marketplace, potential to significantly impact the counseling profession and anticipated revenue stream.

### **C. Student Learning Outcomes (SLOs)**

SLOs
#1. Students will demonstrate the professional knowledge necessary to address a wide variety of circumstances within the Education and Health Care Transition (EdHCT) context.
#2. Students will demonstrate proficiency in EdHCT skills by applying principles and practices of education and health care transition planning and programming to improve outcomes in post-school employment, education, medical interventions and community life.
#3. Candidates will apply collaborative and communication competencies involving interdisciplinary team-based interventions and coordination.
#4. Students will collaborate with other professionals, reflect upon their own practices, and demonstrate a sense of efficacy and ethical practice.

## D. Assessment Timeline for Certificates

Program: Ed-HCT Certificate

College of Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
#1	Students will pass all four courses with a grade of 83% or better.	Culminating project in Seminar Course. 100% of students will pass with 83% or better as measured by at least 2 EdHCT faculty.	Comparison of survey results from pre- and post-knowledge based survey.
#2	Students will pass all four courses with a grade of 83% or better.	Culminating project in Seminar Course. 100% of students will pass with 83% or better as measured by at least 2 EdHCT faculty.	
#3	Complete group activities and participate during group discussions in all four courses. Measured by passing course with a grade of 83% or better.		
#4	Complete self-reflective journals along with group activities and participate during group discussions in all four courses. Measured by passing courses with a grade of 83% or better.	Culminating project in Seminar Course. 100% of students will pass with 83% or better as measured by at least 2 EdHCT faculty.	

## E. Assessment Cycle Chart for Certificates

Program: EdHCT Certificate

College of Education

**Analysis and Interpretation:** Certificate faculty will review aggregate data during Summer 2014.

**Improvement Actions:** Certificate faculty will revise survey, course content, and structure as necessary by Fall 2014.

**Dissemination:** EdHCT website and courses will be revised and updated by Fall 2014.

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1						X	
#2						X	
#3						X	
#4						X	

## F. Methods and Procedures

The EdHCT certificate faculty meet on a regular basis throughout the academic year to review course content and evaluations. Minor adjustments are made based on these assessments. Students entering the EdHCT Certificate program are asked to complete a pre-survey during their first course and post-survey at the end of the last course (see attached survey). The content of the survey is knowledge based with the pre-survey being reviewed to help us modify the courses to meet student needs. Both the pre and post surveys will be correlated at the end of each certificate group to evaluate student growth. Another indicator of student growth is the culminating activity completed by students during the seminar course. This activity is designed to have students apply their knowledge to develop an action plan outlining steps to take to move the field of EdHCT forward. The culminating activities will be reviewed by 2 – 3 EdHCT faculty members. During the 2014 Summer term the EdHCT faculty will formally meet to evaluate all certificate courses by reviewing grades, pre-post survey data, culminating projects, and course evaluations.

## G. Assessment Oversight

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## **Education Health Care Transition (EdHCT) Certificate Survey Informed Consent**

This survey is part of program evaluation for the Education Health Care Transition (EdHCT) Certificate at the University of Florida's College of Education. The contact person for the study is Jeanne Repetto, Ph.D., Associate Professor in the Department of Special Education.

For the purposes of this survey, EdHCT is the joint process of collaboration between education transition and healthcare transition.

**Health Care Transition** is defined as a purposeful planned process that supports adolescents and young adults with chronic health conditions and disabilities to move from child-centered (pediatric) to adult-oriented health-care providers, programs, and facilities.

**Education Transition** is defined as movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation.

**Education Health Care Transition (EdHCT)** is a combined process in which health care and educational professionals work collaboratively to help youth with chronic illness and disability move towards successful, integrated adult health care and educational outcomes. **For the purposes of this survey, please answer the questions in terms of EdHCT**

The Purpose of survey is to:

- Gather information about the knowledge and attitudes of EdHCT certificate program participants toward education health care transition.
- Measure the change in EdHCT certificate program participants' knowledge and attitudes toward education health care transition upon completion of the certificate program.

This survey will take about 20 minutes to complete, and you will be asked to complete the same instrument at the beginning and end of your certificate program. Your participation is voluntary. You do not have to answer any question that you do not wish to answer. At any time you may withdraw your consent to participate in the completion of the survey and stop without consequence. There are no anticipated benefits or risks to individuals participating in the completion of this survey. No compensation for participation in this survey will be awarded.

The results from this survey will be used by to evaluate and enhance the EdHCT Certificate program. A coding system will be used with your responses, so that there will be no way to connect individual participants back to their responses. Your identity will be kept confidential to the extent provided by law. Your answers are anonymous and will only be presented in combined results. Completing the online survey is considered your INFORMED CONSENT.

If you have any questions regarding the procedures used in this survey, please contact Jeanne Repetto at jrepetto@coe.ufl.edu. If you have questions or concerns regarding your rights as a participant in this survey, you may also contact the University of Florida Institutional Review Board (UFIRB) at PO Box 112250, University of Florida, Gainesville, FL 32611-2250.

Completing the online survey is considered your INFORMED CONSENT.

Directions are provided at the beginning of each section of the survey.

Thank you for taking the time to complete our survey.

## **Education Health Care Transition (EdHCT) Survey**

Please place a 4 digit code here (Remember this code as you will need to put the same code on the follow-up survey at the end of your certificate program)

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For the purposes of this survey, EdHCT is the joint process of collaboration between education transition and healthcare transition.

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**Education Health Care Transition (EdHCT)** is a combined process in which health care and educational professionals work collaboratively to help youth with chronic illness and disability move towards successful, integrated adult health care and educational outcomes.

**NOTE: For the purposes of this survey, please answer the questions in terms of EdHCT (Please check the box that best describes your answer.)**



## **Section 1: Knowledge of Education Health Care Transition (EdHCT)**

### **1. Please rate your knowledge of Education Health Care Transition (EdHCT)**

- ☐ a. I never heard of education health care transition before taking this survey.
- ☐ b. I know very little about education health care transition.
- ☐ c. I know something about education health care transition.
- ☐ d. I know a great deal about education health care transition.
- ☐ e. I have heard of education transition before, but not education healthcare transition
- ☐ f. I have heard of healthcare transition before, but not education healthcare transition

### **2. What is your experience with EdHCT? (Please check all that apply.)**

- ☐ a. I have heard about someone who went through EdHCT.
- ☐ b. I have observed a teen go through EdHCT.
- ☐ c. A member of my family has experienced EdHCT.
- ☐ d. I have experienced EdHCT.
- ☐ e. I have served on a committee/work group that has addressed EdHCT-related issues.
- ☐ f. I have no experience with education health care transition.

### **3. Are you aware of changes in eligibility for health insurance that may occur when a young adult reaches the ages 18, 21 and 23?**

- ☐ a. I am unaware of age related changes in health insurance eligibility.
- ☐ b. I know very little about age related changes in health insurance eligibility.
- ☐ c. I know something about age related changes in health insurance eligibility.
- ☐ d. I know a great deal about age related changes in health insurance eligibility.

### **4. Based on your experience, how often are health related issues addressed in Transition IEP's?**

- ☐ a. Never
- ☐ b. Rarely
- ☐ c. Sometimes
- ☐ d. Often
- ☐ e. Almost Always

### **5. Based on your experience, how often should health related issues be addressed in Transition IEP's?**

- ☐ a. Never
- ☐ b. Rarely
- ☐ c. Sometimes
- ☐ d. Often
- ☐ e. Nearly Always

## **Section 2: Skills Sets of Education Health Care Transition (EdHCT)**

6. The following is a list of goals, tasks and issues often included in a Transition planning. Based on your experience, please rate how often each of the following are addressed. (Please check one box for each goal)

Tasks/goals	Never	Rarely	Sometimes - 50% of time	Often	Nearly always
Self-determination and goal setting					
Independence with self care (ex. dressing, feeding, toileting)					
Interpersonal communication skills/ assertiveness					
Use of transportation system or services					
Completion of job application and or job interview					
Identify and access agencies other than school system that can help achieve educational & vocational goals					
Access financial aid for post secondary education					
Overall general health, including sex education, family planning					
Knowledge of health condition/disability, medications and therapies					
Knowledge of relationship between health condition/disability and future educational and vocational goals.					
Follow medication schedule and/or taking medications independently					
Knowledge of when and how to access urgent medical care					
Maintain a personal health record					

Knowledge of insurance coverage and how to use health insurance benefits					
Explain illness					
Order medications independently					
Complete health forms and communicate effectively with health care providers.					
Identify and access agencies other than school system that can help with health care transition goals (e.g. CMS, Voc. Rehab.)					

**7. How responsible are the following individuals/agencies for facilitating the EdHCT process? (Check one box for each individuals/agencies)**

	<b>Not at all responsible</b>	<b>Some what responsible</b>	<b>Have a primary responsibility</b>	<b>Don't Know</b>
Parents				
Pediatric providers				
State program for children with special health care needs (e.g., CMS)				
School based health care providers				
Transition IEP Team				
Family advocacy and support agencies				
Therapists (OT, PT, SP)				
Student				
Other (Specify):				

**8. How important is it to include health related goals, issues, tasks and concerns in the transition planning of students with chronic health conditions and disabilities? (Please check one box.)**

- ☐ a. not important
- ☐ b. somewhat important
- ☐ c. very important
- ☐ d. don't know/no opinion

**9. How important is it for young adults with chronic health conditions and disabilities to receive their health care from adult oriented providers (e.g. family physicians, internists and adult-trained specialists)? (Please check one box)**

- ☐ a. not important
- ☐ b. somewhat important
- ☐ c. very important
- ☐ d. don't know/no opinion

**10. How important is it to include career, educational or vocational goals when planning the healthcare transition of teens with chronic illnesses and disabilities?**

- ☐ a. not important
- ☐ b. somewhat important
- ☐ c. very important
- ☐ d. don't know/no opinion

**Section 3: Professional Behavior Related to Education Health Care Transition (EdHCT)**

**11. To what degree do the following factors stand in the way of including health related goals, issues, tasks and concerns in EdHCT planning? (Check one rating for each factor)**

<b>Factors</b>	<b>Not a barrier</b>	<b>A moderate barrier</b>	<b>A significant barrier</b>
Lack of awareness of the health care transition process			
Lack of awareness of education transition process			
Perception that health issues are a low priority for Transition IEP's			
Perception that educational or career goals are of secondary importance to health goals and self care			
Lack of a perceived mandate to include health issues			
School district policies and procedures			
Lack of knowledge/information about health care transition			
Lack of tools/examples to guide EdHCT			
Lack of time in school			
Lack of time in clinic			
Lack of funding			
Family does not perceive importance of including health issues			
Family does not perceive importance of including educational/career issues			
School does not perceive importance of including health issues			
Health care does not perceive importance of career/educational issues			

Teen does not perceive importance of including educational/vocational issues			
Student does not perceive importance of including health issues			

**11. What level of responsibility do you feel the following individuals and agencies have for developing health care transition related goals and activities for the Transition planning? (Check one rating for each individual/agency)**

	Not at all responsible	Some what responsible	Have a Primary responsibility	Not aware of this resource
Parents				
Pediatric providers				
State program for children with special health care needs (e.g., CMS)				
School based health care providers				
Transition IEP Team				
Family advocacy support agencies				
Therapists (OT, PT, SP)				
Social worker				
School counselors				
Mental health counselors				
Guidance counselors				
Teacher				
School nurse				
Vocational Rehabilitation				
Student				
Others (Specify):				

**Open-Ended Items (to be included only on the survey students complete at the end of the certificate program)**

- 1. List the most valuable aspects of your EdHCT Certificate program and explain why.**
  
  
  
  
  
  
  
  
  
  
- 2. List the least valuable aspects of your EdHCT Certificate program and explain why.**
  
  
  
  
  
  
  
  
  
  
- 3. What suggestions do you have for improving the EdHCT Certificate at the University of Florida?**
  
  
  
  
  
  
  
  
  
  
- 4. Any other comments or suggestions?**