An Introduction to Understanding the OTA Fieldwork Performance Evaluations (FWPE's)

Information compiled from
Karen Aller, MS, OTR
Roberta Wimmer, OTR/L

Task Force Members
- Carole Dennis, PhD, OTR
  - Ithaca College, New York
- Carole Hays, MA, OTR
  - Springfield Hospital Center, Maryland
- Becky Robier, MEd, OTR
  - Pueblo Community College, Colorado
- Karen Aller, MS, OTR, Co-Chairperson
  - Colorado State University
- Roberta Wimmer, OTR, Co-Chairperson
  - Pacific University, Oregon

Task Force Charge
- Revise/develop evaluation tools to measure OTA Level II fieldwork student performance
- Expectations
  - Conduct review of literature across disciplines
  - Synthesize feedback on current AOTA FW forms
  - Incorporate 1997 NBCOT Practice Analysis results
  - Address identified desired characteristics
Desired FWPE Characteristics

- Companion documents for OTA and OT level
  - Measure entry-level practice
  - Focus on occupation-based practice
  - Reflect current and future practice
  - Can be used in a variety of settings
  - Provide feedback to students
  - Can be easily used in a timely manner

NBCOT Practice Analysis 1997

- What OTAs Do
  - Determine need/priorities for intervention
  - Design/identify interventions
  - Implement interventions
  - Report/evaluate intervention effectiveness
  - Provide OT services to populations
  - Manage delivery of OT services

- What OTAs need to know
  - Human development and performance
  - Principles/strategies in the identification/evaluation of strengths and needs
  - Principles/strategies in intervention/assessment
  - Principles/strategies in intervention
  - Nature of occupation and occupational performance
  - Service management
  - Responsibilities as a professional

Standards of Practice for Occupational Therapy

- Identifies minimum standards
- Identifies key performance areas for the OTA
  - Professional standing and responsibility
  - Referral
  - Screening
  - Evaluation
  - Intervention plan
  - Intervention
  - Transition services
  - Discontinuation
ACOTE: Minimum Standards and Outcomes

- Be a generalist
- Achieve entry-level competence
- Work under the supervision of and in cooperation with the OT
- Articulate, apply, and justify interventions related to occupations
- Keep current with best practice
- Uphold ethics, values, and attitudes of the profession

Goal of Level II Fieldwork Education for the OTA Student

- Develop competent, entry level generalists
- Include an in-depth experience in delivering occupational therapy services
- Be designed to promote reasoning, enable ethical practice, and develop professionalism

The Process

- Began with OTA evaluation
- Reviewed by experienced panel
- Submitted to COE
- Made revisions
- Completed pilot studies
Results of Pilot Study

- Good representation in pilot study
- Students and educators preferred new form
- Good scale and response validity
- Inaccurate use of scale

Rating Scale Descriptors

- 1 = unsatisfactory
- 2 = Needs Improvement
- 3 = Meets Standards
- 4 = Exceeds Standards

% Usage by OTA

- 0%
- 13%
- 53%
- 23%

FWPE document

- Focus
  - Occupational Therapy process
  - The clinical reasoning process
  - Roles and responsibilities of OTA
- Structure
  - Collaborative process-Student and FW educator
  - Same layout, rating/scoring system
Terminology on FWPE

- Reflects Standards of Practice for Occupational Therapy
- Reflects ACOTE Education Standards
- Reflects Occupational Therapy Practice Framework
- Glossary

Primary Purpose of FWPE

- Measure entry-level competence
- Designed to differentiate the competent student from the incompetent student
- Not designed to differentiate levels above entry-level competence

- Provide student with accurate assessment of their competence for entry level practice over time
- Growth occurs over time
- Midterm and final scores reflect this change
- Midterm scores: Satisfactory or Unsatisfactory
- Final Scores: Pass or Not Pass
Design of FWPE

- The "doing" of occupational therapy process is evaluated, not the individual tasks in isolation.
- NOT all items are equal in level of difficulty (simple to complex).
- Evaluation is supplemented with development of site-specific objectives.

Rasch Ordering of Items

- Hand out
Rating Scale of FWPE

4 = Exceeds Standard
Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 = Meets Standard
Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 = Needs Improvement
Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm and some ratings of 2 may be reasonable at the final.
1 = Unsatisfactory

Performance is below standards and requires development for entry-level practice. This rating is given when there is concern about performance.

Scoring

- Each item must be scored
- Ethics and safety items must be passed
- Each item rating recorded on Performance Rating Summary Sheet
- All items summed up at midterm and final
- Score compared to scaled provided

Midterm Scores

- Overall Midterm Score
- Satisfactory 64 and above
- Unsatisfactory 63 and below
- When below at midterm, make sure to contact WITC
Final Score

- Pass is 70 and above
- No Pass is 99 and below
- Ethics and safety must be at 3 or above for student to pass the fieldwork.

Case Studies

- Sandra
- David

Individualizing the FWPE

- Designed for additional objectives to be written to add clarification
- Site-specific objectives
- Not supervisor specific
- If an item is very clear and meets the RUMBA test, then there is no need to write another objective
RUMBA Test

- Relevant
  - Is this something I would expect of an entry-level OTA at my site?
- Understandable
  - Would a student know what they are supposed to do when they read the objective?
- Measurable
  - Is there a way that I can clearly identify if the student did or did not successfully meet this objective?

- Behavioral
  - Is the objective written in a manner that will allow the expected performance to be clearly observed?
- Achievable
  - Is the objective realistic within the timeframe, demands, and resources at my site? Is the objective realistic in my site in relation to the student’s level of preparation?

Writing Site Specific Objectives

- Identify unique competencies at your site
  - What is the domain of occupational therapy at your site?
  - What is the purpose of the OT evaluation process at your site?
  - What intervention approaches do you use at your site?
  - What is considered safe and ethical practice at your site?
Examples of Site-Specific Objectives

Summary

- FWPE is designed to measure entry-level competence, NOT level of performance above competency
- Examines OT practice as a generalist
- FWPE reflect the OT process that we engage in as occupational therapy practitioners
- Performance develops over time

Questions