



7 R G D \ ¶ V 2 E M H F V

‡Identify entry-level competencies unique to your practice setting

‡Develop objectives that reflect entry-level competency in your practice setting



# Defining Competence...

‡Neufield (1985): 4 dimensions

±Nature of the discipline

±Scope of patients and presenting problems

±Knowledge & skills (technical & interpersonal)  
needed to evaluate and intervene with patients

±Problem-solving ability

Neufield reference found in Salvatori, 1996





# Entry-Level Competence

‡ Accreditation Council for Occupational  
Therapy Education (ACOTE) Standards

‡ NBCOT Practice Analysis

# ACOTE Standards

‡Addresses minimum standards related to educational content and types of experiences and outcomes; includes fieldwork education





# ACOTE: Basic Skills & Roles

## ±OTA

- ±Direct care provider
- ±Educator
- ±Advocate

## ±OT

- ±Direct care provider
- ±Educator
- ±Advocate
- ±Manager
- ±Researcher
- ±Consultant

# NBCOT Practice Analysis

‡ Completed in 2003

‡ Practice analysis sampling included OTRs and COTAs

‡ Operationally defined entry-level as the first 36 months subsequent to receiving certification from NBCOT



# NBCOT Practice Analysis Domains

- ‡ Evaluate the individual/group to determine needs & priorities for occupation-based interventions
- ‡ Develop intervention plan that addresses the occupational needs of individuals/groups
- ‡ Implement occupationally meaningful interventions with individuals/groups that support participation in relevant environments

# NBCOT Practice Analysis Domains

- ‡ Provide occupational therapy services that address the occupational performance needs of populations
- ‡ Manage, organize, and promote occupational therapy services

Examples of Tasks Within Domains for  
the OTR and COTA from the 2003  
NBCOT Practice Analysis

# NBCOT Practice Analysis

## Tasks OTR

‡Domain 1, Task 3:

Integrate the information gathered regarding the impact of impairment, disability, or

F R Q G L W L K R H Q L R Q Q G L Y L G X D O ¶

occupational roles in order to form a hypothesis to guide intervention



# NBCOT Practice Analysis

## Tasks COTA

‡Domain 1, Task 2:

2 EVHUYH LQGLYSGM DROU R/DJ

in environments to collect information about factors that influence occupational performance

# NBCOT Practice Analysis

## Tasks OTR

‡Domain 2, Task 2:

Select frame(s) of reference or model(s) of practice and specific approaches based on best practices to guide the intervention planning process

# NBCOT Practice Analysis

## Tasks COTA

‡Domain 2, Task 4:

Select intervention approaches that are designed to establish or restore the

L Q G L Y L G X D O ¶ V J U R X S ¶ V V

consistent with frames of reference or models of practice







Activity: What are the essential knowledge, skills, and abilities required of a new hire in your practice setting to facilitate the OT process?

Evaluation

Intervention

Manage, Organize Services

Professional Behaviors

# Individualizing the FWPE

‡ Designed for additional objectives to be written to clearly identify entry-level performance competencies

- ± Site-specific objectives

- ± NOT supervisor-specific

‡ If an item is very clear and meets the

μ 5 8 0 % \$ ¶ W H V Q R W R O X R E Z B J L W I

another objective



# Writing Site-Specific Objectives

- ‡ Identify entry-level 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?

# RUMBA Test

‡Relevant ±Is this something I would expect of an entry-level occupational therapy practitioner at my site?

‡Understandable ±Would a student know what he or she is supposed to do when he or she reads the objective?

# RUMBA Test

‡

# RUMBA Test

‡Achievable ±Is the objective realistic within the time frame, demands, and resources at my site? Is the objective realistic in my site in relation to the

V W X G O H Q Y W H T O / R I S U H S D U D W

# Questions to Consider When Writing Objectives

±What will demonstrate to you that the student is able to:

±Practice in a safe and ethical manner?

±Clearly articulate the domain of practice?

±Effectively carry out the OT process?

# Questions to Consider When Writing Objectives

‡How can you measure/evaluate that the student is at entry-level mastery?

±Level of independence?

±Frequency of performance?

±Quality of performance?

# A Sample Objective FWPE/OTS

‡ ) : 3 ( 276 , WHP ' HWHUPLQ  
occupational profile and performance through  
appropriate assessment methods.

‡

# A Sample Objective $\pm$ FWPE/OTS

‡



# A Sample Objective ± FWPE/OTS

- ± FWPE/OTS Item #18. Articulates a clear and logical rationale for the intervention process.
- ± Mental health setting: Clearly explains the rationale for the intervention activities selected using the Model of Human Occupation
- ± School setting: Clearly describes why a student requires pull-out occupational therapy interventions versus classroom occupational therapy interventions

# A Sample Objective FWPE/OTS

- ‡ FWPE/OTS Item #18. Articulates a clear and logical rationale for the intervention process.
- ‡ Rehab setting Discusses rationale of intervention choices using motor learning principles
- ‡ Community setting: Consistently explains to various team members and community agencies the purpose of community-based occupational therapy services in language that is understood

# A Sample Objective ± FWPE/OTAS

- ± FWPE/OTAS Item #8. Establishes service competency in assessment methods, including but not limited to interview, observations, assessment tools, and chart reviews within the context of the service delivery setting.
- ± Mental health setting: Accurately administers the Allen Cognitive Level Screen and the structured intake interview after establishment of service competency

# A Sample Objective ± FWPE/OTAS

± FWPE/OTAS Item #11. Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

± Mental health setting: Identifies realistic goals for individual intervention and goals for each individual in group environment, length of stay, and cognitive disabilities frame of reference

± Rehab setting: Assists in setting goals based on evaluation



# A Sample Objective ± FWPE/OTAS

- ± FWPE/OTAS Item #16. Effectively interacts with clients to facilitate accomplishment of established goals.
- ± Mental health setting: Consistently maintains nonjudgmental, firm, consistent approach while conveying respect for the individual
- ± School setting: Uses a variety of effective interaction styles  
G X U L Q G L Y D G X D O R X S V H V V L R Q V W  
engagement in activities and progress toward IEP goals
- ± Rehab setting: ( Q J D J H Q V H I I H F W L Y H <sup>3</sup> L Q W K  
interactions during intervention sessions to ensure safety and maximize functional outcomes of clients

# Summary

‡The FWPEs were designed to measure entry-level competency ~~not~~ levels of performance above entry-level

‡Site-specific objectives need to reflect entry-level competency expectations, not levels of performance above entry-level

# Summary

‡ Achievement of the site-specific objectives  
Z L O O G H P R Q V W U N D Q V R H Z V H K G H  
skills, and abilities to practice in a safe and  
ethical manner and effectively carry out the  
occupational therapy process in the practice  
setting



# References

- ‡Atler, K. & Wimmer, R. (2003). Using the fieldwork performance evaluation forms: An interactive approach. Bethesda, MD: AOTA Press. [Online course]
- ‡Miller, L.T., Bossers, A.M., Polatajko, H.J., & Hartley, M. (2001). Development of the competency based fieldwork evaluation. *Occupational Therapy International*, 8(4), 244-262.

# References

- ‡ National Board for Certification in Occupational Therapy. (2004). A practice analysis study of entry-level occupational therapist registered and certified occupational therapy assistant practice. *OTJR, Occupation, Participation and Health* 24, Supplement 1.
- ‡ Salvatori, P. (1996). Clinical competence: A review of the health care literature with a focus on occupational therapy. *Canadian Journal of Occupational Therapy*, 63(4), 260-271.