



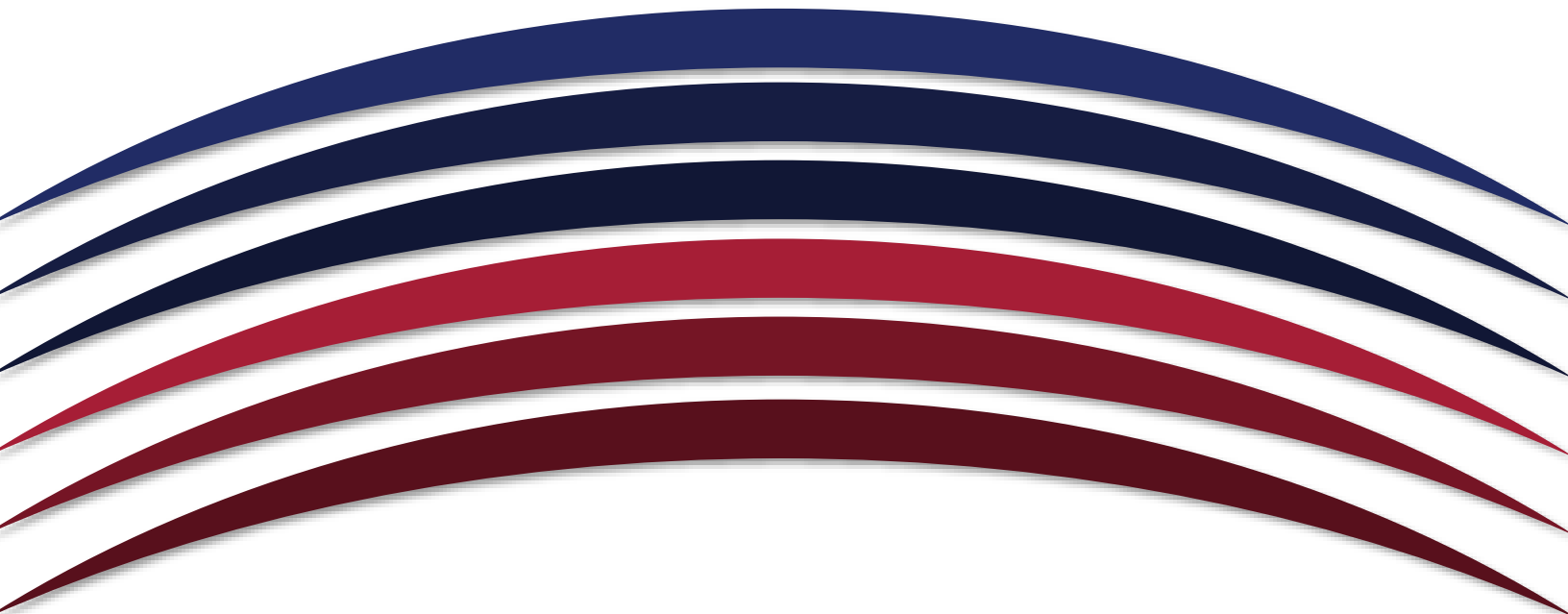
UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:

2019-2020:

BOTA 2312

Level I Fieldwork III



1. Name of individual compiling report: Karen James, PhD, OTR/L, CAPS

2. Date of submission: 02/04/2021

3. Is the assessment plan (*Check or highlight one*)

☐ an initial plan for the program

☐ a revision of an old plan

☐ unaltered from previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

1. Demonstrated task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan. B.2.7
2. Used sound judgment in regard to safety of self and others, and adhered to safety regulations throughout the OT process as appropriate to the setting and scope of practice B.2.8
3. Demonstrated the ability to assist with the development of occupation-based intervention plans and strategies based on the stated needs of the client as well as the data gathered during the evaluation process in collaboration with the client and others. Demonstrate the ability to develop intervention plans and strategies that are culturally relevant, reflective of current OT practice, and based on available evidence. B.5.1
4. Provided therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods), given guidance and supervision. In partial fulfillment of B.5.3
5. Interacted effectively through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public, as appropriate to the setting and scope of practice, in a professionally acceptable manner. B.5.20
6. Demonstrated the ability to document OT services to ensure accountability of service provision and meet standards for reimbursement. Demonstrated the ability to document in such a way as to effectively communicate the need and rationale for OT services and in a manner that is appropriate to the context in which the service is delivered. B.5.32
7. Described the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator. B.7.8
8. Used professional literature to make evidence-based practice decisions in collaboration with the occupational therapist. B.8.3
9. Identified personal and professional abilities and competencies as they relate to job responsibilities. B.9.6
10. Demonstrated knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures

2. Which CLOs were addressed for this academic year? (2019-2020)

1. Demonstrated task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan. B.2.7
2. Used sound judgment in regard to safety of self and others, and adhered to safety regulations throughout the OT process as appropriate to the setting and scope of practice B.2.8
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5. Interacted effectively through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public, as appropriate to the setting and scope of practice, in a professionally acceptable manner. B.5.20
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8. Used professional literature to make evidence-based practice decisions in collaboration with the occupational therapist. B.8.3
9. Identified personal and professional abilities and competencies as they relate to job responsibilities. B.9.6
10. Demonstrated knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

1. Demonstrated task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan. B.2.7
2. Used sound judgment in regard to safety of self and others, and adhered to safety regulations throughout the OT process as appropriate to the setting and scope of practice B.2.8
3. Demonstrated the ability to assist with the development of occupation-based intervention plans and strategies based on the stated needs of the client as well as the data gathered during the evaluation process in collaboration with the client and others. Demonstrate the ability to develop intervention plans and strategies that are culturally relevant, reflective of current OT practice, and based on available evidence. B.5.1
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9. Identified personal and professional abilities and competencies as they relate to job responsibilities. B.9.6
10. Demonstrated knowledge of the signs and symptoms of child abuse and neglect; the legal requirements of the Child Maltreatment Act and the duties of mandated reporters under the act; and methods for managing disclosures

4. Explain the assessment cycle.

Third semester clinical and lecture course for the OTA program offered August 2019-December 2019

5. What are the assessment methods? Are they direct or indirect?

Direct: Clinical performance

Indirect: Assignments

6. What are the assessment goal(s)?

Clinical educator evaluates student performance. Assignments are used to apply lecture content in creative ways utilizing observation skills, grammatical skills, and at times teamwork and collaboration.

7. What were the findings for this academic year? (2019-2020)

The minimum passing grade for the course is 77%. The class average for the course is 99% with the range being 93% to 100%.

A-17

B-1

C-0

D-0

F-0

Drop or Withdrawal-0

8. What is your analysis of the findings?

Enrollment is consistent with 18 first-year students admitted in Fall 2019 and 18 students completing the course.

9. What is the action plan for the next academic year? (2020-2021) Explain.

The Accreditation Council for Occupational Therapy Education (ACOTE) has issued new accreditation standards effective July 2020, and these will be incorporated into all courses beginning Fall 2020.

DRAFT