



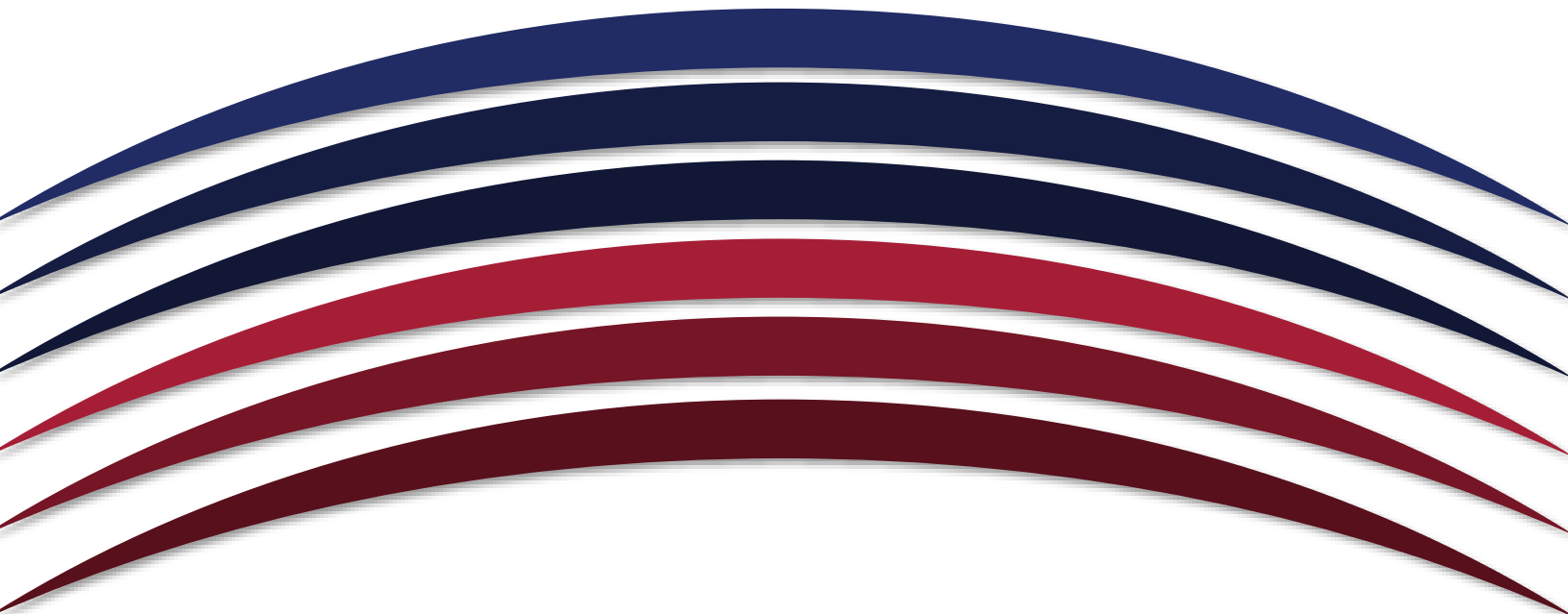
UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:

2019-2020:

BOTA 2416

Level II Fieldwork I



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. Assumed responsibility for professional behavior and growth.
2. Met standards of the fieldwork site for ethical practice and behavior, uphold the Baptist Health Values, and adhere to the OT Code of Ethics.
3. Modified behaviors in response to feedback by a fieldwork educator.
4. Taken initiative for exploring new learning opportunities.
5. Observed all policies and procedures, rules and regulations of the fieldwork site and BHSLR-SOTA to assure patient/client safety.
6. Gathered all necessary, relevant information prior to patient/client interventions.
7. Communicated effectively with clients, families, significant others, and service providers.
8. Completed all documentation accurately, concisely, and in a timely manner.
9. Collaborated with the occupational therapist in the evaluation/screening and intervention planning process as appropriate to the fieldwork setting.
10. Selected, implemented and modified interventions that are client-centered and occupation-based, utilizing the skills of activity analysis and therapeutic use of self.
11. Selected and implemented interventions based on a frame of reference(s) which will be most effective in maximizing patient performance and achieving established goals.
12. Articulated the rationale for discontinuation of services, discharge planning and follow-up progress.
13. Attended all meetings as directed by the fieldwork educator.
14. Assumed full patient/client caseload, as defined by the fieldwork site, by the end of the experience.
15. Developed entry-level competencies by the end of the fieldwork experience as defined by achieving a minimal passing score or above on the AOTA Level II FWPE for the OTA.

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

1. Assumed responsibility for professional behavior and growth.
2. Met standards of the fieldwork site for ethical practice and behavior, uphold the Baptist Health Values, and adhere to the OT Code of Ethics.
3. Modified behaviors in response to feedback by a fieldwork educator.
4. Taken initiative for exploring new learning opportunities.
5. Observed all policies and procedures, rules and regulations of the fieldwork site and BHSLR-SOTA to assure patient/client safety.
6. Gathered all necessary, relevant information prior to patient/client interventions.
7. Communicated effectively with clients, families, significant others, and service providers.
8. Completed all documentation accurately, concisely, and in a timely manner.
9. Collaborated with the occupational therapist in the evaluation/screening and intervention planning process as appropriate to the fieldwork setting.
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13. Attended all meetings as directed by the fieldwork educator.
14. Assumed full patient/client caseload, as defined by the fieldwork site, by the end of the experience.
15. Developed entry-level competencies by the end of the fieldwork experience as defined by achieving a minimal passing score or above on the AOTA Level II FWPE for the OTA.

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

1. Assumed responsibility for professional behavior and growth.
2. Met standards of the fieldwork site for ethical practice and behavior, uphold the Baptist Health Values, and adhere to the OT Code of Ethics.
3. Modified behaviors in response to feedback by a fieldwork educator.
4. Taken initiative for exploring new learning opportunities.
5. Observed all policies and procedures, rules and regulations of the fieldwork site and BHSLR-SOTA to assure patient/client safety.
6. Gathered all necessary, relevant information prior to patient/client interventions.
7. Communicated effectively with clients, families, significant others, and service providers.
8. Completed all documentation accurately, concisely, and in a timely manner.
9. Collaborated with the occupational therapist in the evaluation/screening and intervention planning process as appropriate to the fieldwork setting.
10. Selected, implemented and modified interventions that are client-centered and occupation-based, utilizing the skills of activity analysis and therapeutic use of self.
11. Selected and implemented interventions based on a frame of reference(s) which will be most effective in maximizing patient performance and achieving established goals.
12. Articulated the rationale for discontinuation of services, discharge planning and follow-up progress.
13. Attended all meetings as directed by the fieldwork educator.
14. Assumed full patient/client caseload, as defined by the fieldwork site, by the end of the experience.
15. Developed entry-level competencies by the end of the fieldwork experience as defined by achieving a minimal passing score or above on the AOTA Level II FWPE for the OTA.

4. Explain the assessment cycle.

Fourth semester clinical course for the OTA program offered January 2020-May 2020.

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

Direct: Clinical performance

6. What are the assessment goal(s)?

Clinical educator evaluates student performance.

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

The minimum passing grade for the course is 70 points or above on the Fieldwork Performance Evaluation with a 3 or higher on the ethics and safety items. The course is Credit/No Credit and all students received Credit for the course.

8. What is your analysis of the findings?

Enrollment is consistent with 18 second-year students enrolled in Spring 2020 and 18 students completing the course and graduating from the program.

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.