Department: Occupational Therapy

Program: Master of Science in Occupational Therapy

College: Applied Sciences and Arts

Program Website: http://www.sjsu.edu/occupationaltherapy/

Link to Program Learning Outcomes (PLOs) on program website: http://www.sjsu.edu/occupationaltherapy/Programs/entry-level_ms/program_outcomes/index.html

Program Accreditation (if any): Accreditation Council for Occupational Therapy Education (ACOTE)

Contact Person and Email: Winifred Schultz-Krohn, Professor and Chair
Winifred.schultz-krohn@sjsu.edu

Date of Report: May 30, 2016

Part A
1. **List of Program Learning Outcomes (PLOs)**
   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

**Map of PLOs to University Learning Goals (ULGs)**
PLO 1: Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service: *Addresses University Learning Goals 1, 3a, 4a, 4b*

PLO 2: Achieve entry level competence: *Addresses University Learning Goals 1, 3a, 3b, 4a, 4b, 4c, 5a*

PLO 3: Articulate and apply occupational therapy theory, models of practice, clinical reasoning to evidence-based evaluations and interventions to achieve expected outcomes: *Addresses University Learning Goals 1, 2a, 3a, 3b, 4a, 4b, 5a*

PLO 4: Uphold the ethical standards, values, and attitudes of the occupational therapy profession: *Addresses University Learning Goals 2b, 3b, 4a, 4b, 5a, 5b*

PLO 5: Be a competent and critical consumer of research and knowledge that supports practice: *Addresses University Learning Goals 2b, 3b, 4a, 4b*

PLO 6: Understand and value the occupational core of the profession: *Addresses University Learning Goals 1,3a, 4a, 5a, 5b*

PLO 7: Identify the social, political, economic and cultural issues in a diverse society that impact the ability of individuals, communities and populations (clients) to participate in meaningful occupations: *Addresses University Learning Goals 2b, 3b, 4b, 4c, 5a, 5b*
PLO 8: Advocate for individuals, communities and populations (clients) and actively promote occupational therapy: *Addresses University Learning Goals 3b, 4a, 4b, 4c, 5a, 5b*

PLO 9: Demonstrate professional and leadership behaviors: *Addresses University Learning Goals 1, 3a, 3b, 4b, 4c, 5a*

PLO 10: Be prepared to make a positive impact on occupational pursuits for the health and well-being of society: *Addresses University Learning Goals 1-5*

PLO 11: Be self-directed, life-long learners: *Addresses University Learning Goals 3b*

2. **Map of PLOs to University Learning Goals (ULGs)**

   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples [here](#)). Use the link above for a full description of each ULG.)

<table>
<thead>
<tr>
<th>ULG 1 – Specialized Knowledge</th>
<th>PLO 1, 2, 3, 6, 9, 10</th>
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</thead>
<tbody>
<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
<td>PLO 3, 4, 5, 7, 10</td>
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<tr>
<td>ULG 3 – Intellectual Skills</td>
<td>PLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
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<tr>
<td>ULG 4 – Applied Knowledge</td>
<td>PLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>ULG 5 – Social and Global Responsibilities</td>
<td>PLO 2, 3, 4, 6, 7, 8, 9, 10</td>
</tr>
</tbody>
</table>

3. **Alignment – Matrix of PLOs to Courses**

   (Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples [here](#))

**Map of PLOs to University Learning Goals (ULGs)**

PLO 1: Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service: *Addresses University Learning Goals 1, 3a, 4a, 4b*

Outcome: OCTH 276 site description – students achieve a grade of “Credit” for description; OCTH 201A/B passing grade

PLO 2: Achieve entry level competence: *Addresses University Learning Goals 1, 3a, 3b, 4a, 4b, 4c, 5a*

Outcome: OCTH 201A/B passing grade, NBCOT passing rates

PLO 3: Articulate and apply occupational therapy theory, models of practice, clinical reasoning to evidence-based evaluations and interventions to achieve expected outcomes: *Addresses University Learning Goals 1, 2a, 3a, 3b, 4a, 4b, 5a*

Outcome: OCTH 286 Intervention plan – criteria: students achieve a B or better on the paper

PLO 4: Uphold the ethical standards, values, and attitudes of the occupational therapy profession: *Addresses University Learning Goals 2b, 3b, 4a, 4b, 5a, 5b*
Outcome: OCTH 213 Ethical Dilemma Midterm – graded exam; criteria: students achieve a B or better on the exam; OCTH 245: Ethical approach to conduct research – successful completion of the CITI training certificate

PLO 5: Be a competent and critical consumer of research and knowledge that supports practice: 
Addresses University Learning Goals 2b, 3b, 4a, 4b
Outcome: OCTH 275 CAT paper criteria – graded paper, criteria: students achieve a B or better on the paper

PLO 6: Understand and value the occupational core of the profession: 
Addresses University Learning Goals 1, 3a, 4a, 5a, 5b
Outcome: OCTH 221 Final Occupational Analysis Paper – graded paper; criteria: students achieve a B or better

PLO 7: Identify the social, political, economic and cultural issues in a diverse society that impact the ability of individuals, communities and populations (clients) to participate in meaningful occupations: 
Addresses University Learning Goals 2b, 3b, 4b, 4c, 5a, 5b
Outcome: OCTH 224 Community Needs Assessment Assignment – graded, criteria: students achieve a B or better on the paper; APSC 198/OCTH 210 ITL graded assignment, criteria: students achieve a B or better on the paper

PLO 8: Advocate for individuals, communities and populations (clients) and actively promote occupational therapy: 
Addresses University Learning Goals 3b, 4a, 4b, 4c, 5a, 5b
Outcome: OCTH 233 Advocacy Project – criteria: students achieve a B or better on the paper

PLO 9: Demonstrate professional and leadership behaviors: 
Addresses University Learning Goals 1, 3a, 3b, 4b, 4c, 5a
Outcome: OCTH 234 Collaborative Site Needs Assessment and Program Plan – graded assignment; criteria: students achieve a B or better on the paper; Employer survey

PLO 10: Be prepared to make a positive impact on occupational pursuits for the health and well-being of society: 
Addresses University Learning Goals 1-5
Outcome: OCTH 233 Professional Development Plan – Concept Map – graded, criteria: students achieve a B or better on the paper

PLO 11: Be self-directed, life-long learners: 
Addresses University Learning Goals 3b
Outcome: OCTH 233 Professional Development Plan – Concept Map – graded, criteria: students achieve a B or better on the paper

4. Planning – Assessment Schedule
(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th>PLO</th>
<th>Fall 14</th>
<th>Spring 15</th>
<th>Fall 15 ACOTE Self-Study</th>
<th>Spring 16 ACOTE Site visit</th>
<th>Fall 16</th>
<th>Spring 17</th>
<th>Fall 17</th>
<th>Spring 18</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>OCTH 276 Site Description</td>
<td>OCTH 201A/B Grade</td>
<td>OCTH 201A/B Grade Change in</td>
<td>OCTH 276 Site Description</td>
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<tr>
<td>2.</td>
<td>OCTH 201A/B Grade</td>
<td>OCTH 201A/B Grade Change in practice classes if needed for Spring 2017</td>
<td>OCTH 201A/B Grade Change in practice classes if needed for Spring 2018</td>
<td>NBCOT exam</td>
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<td>3.</td>
<td>OCTH 286 Intervention Plan</td>
<td>OCTH 213 Ethical dilemma assignment</td>
<td>OCTH 245 CITI training Certificate</td>
<td>OCTH 286 Intervention Plan</td>
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<td>4.</td>
<td>OCTH 275</td>
<td>OCTH 221 Final occupational analysis paper</td>
<td>OCTH 275 CAT paper</td>
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<td>5.</td>
<td>OCTH 224 Reflection Paper</td>
<td>OCTH 224 Community Profile Assign</td>
<td>APSC 198/OCTH 210ITL Assignment</td>
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<td>6.</td>
<td>OCTH 286 Competency Evaluation</td>
<td>OCTH 234 Collaborative Site Needs Assessment</td>
<td>Employer Survey</td>
<td>OCTH 286 Competency Evaluation</td>
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<td>7.</td>
<td>OCTH 233 Personal Professional Plan Concept Map</td>
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<td>8.</td>
<td>OCTH 233 Personal Professional Plan Concept Map</td>
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<td>9.</td>
<td>OCTH 233 Personal Prof Plan Concept Map</td>
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<td>10.</td>
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<td>11.</td>
<td>OCTH 233 Personal Prof Plan Concept Map</td>
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5. **Student Experience**
   a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?
   PLOs and ACOTE standards are listed on syllabi, additionally the PLOs are included in the comprehensive student Manual that is reviewed with all MS in OT incoming students at the beginning of the Fall semester and then periodically reviewed during advising sessions. These are linked to the ULG
   b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.
   During each semester, formal advising sessions are held and students are asked to provide feedback about the program and the PLOs in general

Part B

6. **Assessment Data and Results**
   (Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student
achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices.)

**Data from Fall 2015**

PLO 1 & 2: Both PLO 1 & 2 are assessed using data from student performance on the required Fieldwork Experience (OCTH 201A & OCTH 201B).
Results: All students successfully passed the required fieldwork experience and please see the attached form (Appendix 1) for the Fieldwork Performance Evaluation form completed on each student.
PLO 10 & 11: Both PLO 10 & 11 were assessed using the assignment in the OCTH 233 class: Professional Development. Students are required to complete a personal professional plan using a concept map and submit this project. Please see Appendix 2
Results: All enrolled students met the criteria of receiving a grade of B or better on this assignment.
OCTH 233 Section 01 had 39/39 enrolled students meet the criteria stated of a B or better on this assignment.
OCTH 233 Section 02 had 40/40 enrolled students meet the criteria stated of a B or better on this assignment.

**Data from Spring 2016**

PLO 2: National Board Certification for Occupational Therapy examination results are used as outcome measures for this PLO.
Results: 70 new graduates attempted the exam and 69 passed the exam; the SJSU OT Program has a Passing rate of 99%

7. **Analysis**
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

Important Events during AY 2015-2016:
The SJSU Occupational Therapy Program submitted a comprehensive Self-Study document to the Accreditation Council for Occupational Therapy Education (ACOTE) on November 20, 2015 providing evidence for close to 190 standards. The ACOTE Self-Study required documentation of how each standard was met and measured in the SJSU OT Program.
The ACOTE accrediting team had the site visit from Feb. 15 – 17, 2016 and results found only two areas of non-compliance with the ACOTE Standards: The SJSU Catalog did not reflect accurate information about the MS in OT degree and the SJSU Catalog did not have the ACOTE address included in the publication. Both of these two standards have been corrected and the specific plan of correction was submitted to ACOTE with evidence as of May 27, 2016.

Discussion at the March 18, 2016 and May 13, 2016 Occupational Therapy Faculty meeting concluded that current course work and assignments for these PLOs were appropriate and no change in coursework or assignments was needed. It should be noted that the Occupational Therapy program instituted a major curriculum change beginning in Fall 2013. The BS in OT degree was discontinued and the only degree program is an MS in OT. Students are admitted once in the Fall and followed a cohort progression. The first group admitted in Fall 2013 completed the degree requirements as of December 2015.

8. **Proposed changes and goals (if any)**
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)
Although data from Fall 2015 and Spring 2016 reveal students are achieving PLOs 1, 2, 10 and 11, during the March 18, 2016 and May 13, 2016 OT Faculty Meeting changes were initiated in data collection to measure PLO 4, 5, 7, & 8 outcomes.

**Part C**
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcome as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 4: Outcome unchanged but additional data collected through a new assignment</td>
<td>Data will be collected in Fall 2016 using planned assignment of the OCTH 213 Ethical Dilemma exam but data will also be collected in Spring 2017 through the OCTH 245 requirement for all students to complete the CITI training on ethical research practice.</td>
</tr>
<tr>
<td>PLO 5: Outcome unchanged but data collected through a different means</td>
<td>Data was collected using various papers assigned in the OCTH 275 Evidence-Based Practice course. Faculty discussed a “better fit” to collect data using the Critically Appraised Topic (CAT) assignment in the OCTH 275 course in Fall 2017</td>
</tr>
<tr>
<td>PLO 7: Outcome unchanged but additional data collected through a new assignment</td>
<td>Data to measure the results of this PLO will include the assignments submitted through the APSC 198 or the OCTH 210 ITL course in Spring 2018. These courses have an international experience and allow student to consider the social, political, economic and cultural issues in a diverse society that impact the ability of individuals, communities and populations (clients) to participate in meaningful occupations.</td>
</tr>
<tr>
<td>PLO 8: Outcome unchanged but data collected through a different means</td>
<td>Previously data was collected through a reflective paper assigned in OCTH 224: Community Practice I but faculty decided the PLO was more accurately measured through the OCTH 233 Professional Development II class Advocacy Assignment. This data is scheduled to be collected in Spring 2018</td>
</tr>
</tbody>
</table>
Fieldwork Performance Evaluation
For The Occupational Therapy Student

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

SUMMARY COMMENTS:
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for The Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy (1).

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards (2) and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results (3). In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance. .......................... 90 and above
Unsatisfactory Performance. .......................... 89 and below

OVERALL FINAL SCORE

Pass ..................................................... 122 points and above
No Pass .................................................. 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: 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 Standards: 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 a concern about performance.
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: 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 Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

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

I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site's policies and procedures including when relevant, those related to human subject research.

Midterm 1 2 3 4
Final 1 2 3 4

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm 1 2 3 4
Final 1 2 3 4

3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm 1 2 3 4
Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

• Final

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Midterm 1 2 3 4
Final 1 2 3 4

5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Midterm 1 2 3 4
Final 1 2 3 4

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.

Midterm 1 2 3 4
Final 1 2 3 4

7. Collaborates with client, family, and significant others throughout the occupational therapy process.

Midterm 1 2 3 4
Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

• Final
RATING SCALE FOR STUDENT PERFORMANCE

4. **Exceeds Standards**: 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 Standards**: 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 a concern about performance.

III. EVALUATION AND SCREENING:

8. Articulates a clear and logical rationale for the evaluation process.

   Midterm: 1 2 3 4
   Final: 1 2 3 4

9. Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

   Midterm: 1 2 3 4
   Final: 1 2 3 4

10. Determines client's occupational profile and performance through appropriate assessment methods.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

11. Assesses client factors and context(s) that support or hinder occupational performance.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

14. Adjusts/modifies the assessment procedures based on client's needs, behaviors, and culture.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

15. Interprets evaluation results to determine client's occupational performance strengths and challenges.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm

- Final

IV. INTERVENTION:

18. Articulates a clear and logical rationale for the intervention process.

    Midterm: 1 2 3 4
    Final: 1 2 3 4

19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.

    Midterm: 1 2 3 4
    Final: 1 2 3 4
20. Chooses occupations that motivate and challenge clients.
   Midterm 1 2 3 4
   Final 1 2 3 4

21. Selects relevant occupations to facilitate clients meeting established goals.
   Midterm 1 2 3 4
   Final 1 2 3 4

22. Implements intervention plans that are client-centered.
   Midterm 1 2 3 4
   Final 1 2 3 4

23. Implements intervention plans that are occupation-based.
   Midterm 1 2 3 4
   Final 1 2 3 4

   Midterm 1 2 3 4
   Final 1 2 3 4

25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.
   Midterm 1 2 3 4
   Final 1 2 3 4

26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
* Midterm

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
   Midterm 1 2 3 4
   Final 1 2 3 4

28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
   Midterm 1 2 3 4
   Final 1 2 3 4

29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.
   Midterm 1 2 3 4
   Final 1 2 3 4

30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
   Midterm 1 2 3 4
   Final 1 2 3 4

31. Produces the volume of work required in the expected time frame.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:
* Midterm

* Final
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds Standards: 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 Standards: 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 a concern about performance.

VI. COMMUNICATION:

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
   Midterm 1 2 3 4
   Final 1 2 3 4

33. Produces clear and accurate documentation according to site requirements.
   Midterm 1 2 3 4
   Final 1 2 3 4

34. All written communication is legible, using proper spelling, punctuation, and grammar.
   Midterm 1 2 3 4
   Final 1 2 3 4

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

• Final

VII. PROFESSIONAL BEHAVIORS:

36. Collaborates with supervisor(s) to maximize the learning experience.
   Midterm 1 2 3 4
   Final 1 2 3 4

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
   Midterm 1 2 3 4
   Final 1 2 3 4

38. Responds constructively to feedback.
   Midterm 1 2 3 4
   Final 1 2 3 4

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
   Midterm 1 2 3 4
   Final 1 2 3 4

40. Demonstrates effective time management.
   Midterm 1 2 3 4
   Final 1 2 3 4

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
   Midterm 1 2 3 4
   Final 1 2 3 4

42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

• Midterm

• Final
**PERFORMANCE RATING SUMMARY SHEET**

<table>
<thead>
<tr>
<th>Performance Items</th>
<th>Midterm Ratings</th>
<th>Final Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. FUNDAMENTALS OF PRACTICE</strong></td>
<td></td>
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<tr>
<td>1. Adheres to ethics</td>
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<td>2. Adheres to safety regulations</td>
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<td>3. Uses judgment in safety</td>
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<tr>
<td><strong>II. BASIC TENETS OF OCCUPATIONAL THERAPY</strong></td>
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<tr>
<td>4. Articulates values and beliefs</td>
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<td>5. Articulates value of occupation</td>
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<td>6. Communicates role of occupational therapist</td>
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<td>7. Collaborates with clients</td>
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<tr>
<td><strong>III. EVALUATION AND SCREENING</strong></td>
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<tr>
<td>8. Articulates clear rationale for evaluation</td>
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<td>9. Selects relevant methods</td>
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<td>10. Determines occupational profile</td>
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<td>11. Assesses client and contextual factors</td>
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<td>12. Obtains sufficient and necessary information</td>
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<td>13. Administers assessments</td>
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<td>14. Adjusts/Modifies assessment procedures</td>
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<td>15. Interprets evaluation results</td>
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<td>16. Establishes accurate plan</td>
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<td>17. Documents results of evaluation</td>
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<td><strong>IV. INTERVENTION</strong></td>
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<td>18. Articulates clear rationale for intervention</td>
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<td>19. Utilizes evidence to make informed decisions</td>
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<td>20. Chooses occupations that motivate and challenge</td>
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<tr>
<td>21. Selects relevant occupations</td>
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<td>22. Implements client-centered interventions</td>
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<td>23. Implements occupation based interventions</td>
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<td>24. Modifies approach, occupation, and environment</td>
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<td>25. Updates, modifies, or terminates intervention plan</td>
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<td>26. Documents client's response</td>
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<td><strong>V. MANAGEMENT OF OT SERVICES</strong></td>
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<tr>
<td>27. Demonstrates ability to assign through practice or discussion</td>
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<td>28. Demonstrates ability to collaborate through practice or discussion</td>
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<td>29. Understands costs and funding</td>
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<td>30. Accomplishes organizational goals</td>
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<td>31. Produces work in expected time frame</td>
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<td><strong>VI. COMMUNICATION</strong></td>
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<tr>
<td>32. Communicates verbally and nonverbally</td>
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<td>33. Produces clear documentation</td>
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<td>34. Written communication is legible</td>
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<td>35. Uses language appropriate to recipient</td>
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<tr>
<td><strong>VII. PROFESSIONAL BEHAVIORS</strong></td>
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<tr>
<td>36. Collaborates with supervisor</td>
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**TOTAL SCORE**

**MIDTERM:**
- Satisfactory Performance: 90 and above
- Unsatisfactory Performance: 89 and below

**FINAL:**
- Pass: 122 points and above
- No Pass: 121 points and below
REFERENCES


GLOSSARY

**Client Factors:** Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures.

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p.10)
- body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p.10)


**Code of Ethics:** refer to www.aota.org general/coe.asp

**Collaborate:** To work together with a mutual sharing of thoughts and ideas. (ACOTE Glossary)

**Competency:** adequate skills and abilities to practice as an entry level occupational therapist or occupational therapy assistant

**Context:** refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual.


**Efficacy:** having the desired influence or outcome (from Neistadt and Crepeau, Eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

**Entry-level practice:** refer to www.aota.org members/area2/docs/sectionb.pdf

**Evidence-based Practice:** “conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p.2) [from the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”—found online at www.aota.org]

**Occupation:** Groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, editor, 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Occupational Performance:** The result of a dynamic, interwoven relationship between persons, environment and occupation over a person’s lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, editor, 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Occupational Profile:** a profile that describes the client’s occupational history, patterns of daily living, interests, values and needs.


**Spiritual:** (a context)—the fundamental orientation of a person’s life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.) (5)

**Theory:** “an organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, Eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998, p.521)
This assignment will assess your ability to analyze and synthesize the complex data about professional learning, behaviors, development, communication, management, leadership, and resources to create a road map for your professional development. You will develop a concept map that describes your own goals and how professional development will help you achieve these goals.

This assignment gives you the opportunity to critically examine your own professional development plan. You will identify those things that have an influence on your development and identify where you want to go in terms of your own professional development.

Concept mapping is a general method for describing ideas about a topic in a pictorial form. As a structured process, it is focused on a topic or construct of interest and presents ideas or concepts as an interpretable pictorial interrelated view of ideas. It is a way to think more critically. Think back to the beginning of class where we talked about critical thinking and discussed concept maps as a way to think more critically.

There are resources on Canvas to provide you with more information about what a concept map is. You may complete your project online using free mapping software, or you may be more creative and choose to depict your map in a different manner and turn in a hard copy.

Grading will be based on your knowledge and depiction of personal values, professional learning, behaviors, development, communication, management and leadership that we studied in the class.

Let your critical thinking and creativity shine in this assignment!