



OCCUPATIONAL THERAPY PROGRAM

Abilities-Based Assessment

GENERIC ABILITIES EXPECTED OF OCCUPATIONAL THERAPY GRADUATES

1. COMMITMENT TO LEARNING
2. INTERPERSONAL SKILLS
3. COMMUNICATION SKILLS
4. EFFECTIVE USE OF TIME AND RESOURCES
5. USE OF CONSTRUCTIVE FEEDBACK
6. PROBLEM-SOLVING
7. PROFESSIONALISM
8. RESPONSIBILITY
9. CRITICAL THINKING
10. STRESS MANAGEMENT

This classification of generic abilities was originally developed by faculty of the Physical Therapy Program, University of Wisconsin-Madison in collaboration with clinical educators. This evaluation tool has been slightly modified for occupational therapy and is consistent with recommendations by AOTA for Level I fieldwork competencies.

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Ability-Based Assessment (Background on Development of the Generic Abilities)

Ability-based assessment involves the identification of "generic abilities" that form a core of behavior required for clinical competency. Experiences from the military, industry and other health care disciplines strongly suggest that generic abilities are just as important for success in the clinic as are cognitive and psychomotor abilities.

The faculty of the University of Wisconsin-Madison Physical Therapy Program first became interested in ability-based assessment during an extensive curriculum review in January of 1991. At that time, the concern was voiced by faculty, clinical instructors, and interns that many essential abilities were not being assessed effectively either in the classroom by standard tests of performance or in the clinic by the Blue MACS.

Based on criteria developed by the faculty, 80 of the program's 200 clinical sites were surveyed in April 1991 using the delphi technique with the purpose of developing a set of physical therapy-specific generic abilities. Seventy-six (76) respondents identified the abilities that they expected students to possess at the beginning of their clinical internship. The responses were collapsed and the refined list was returned to the clinical sites for comments, additions and ranking. Consensus was achieved after four mailings with 10 abilities emerging as the most important.

The next step was to develop lists of behavioral criteria by which each generic ability would be measured. Using the nominal group process, Madison area clinicians and UW-Madison PT faculty and students began this step on April 4, 1992. The 76 participating clinical sites were again contacted and asked to respond to the criteria that had been developed and to categorize each criterion into one of three levels on the basis of difficulty: 1) Beginning: behaviors which students should develop by the end of the first year of their professional education, 2) Intermediate: behaviors which students should develop by the end of the second year of their professional education, 3) Advanced: behaviors which students should develop by the end of their clinical internships. Two mailings using the delphi technique were required to reach consensus. In January 1993 the faculty began refining the first draft of the criteria into behavioral terms that can be assessed.

The ultimate expectation of this project is that UW-Madison students will find ability-based assessment to be: 1) a beneficial learning experience, 2) an experience that they will look forward to, and 3) an experience that will help them in making a successful transition from the classroom to the clinic.

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Indicate Evaluation by Supervisor or Self

_____ Evaluation by Supervisor

_____ Self Evaluation

Student: _____

Facility: _____

Supervisor: _____

Infant/Child____Adoles/Y.Adult____Adult/Elder____

Generic Ability Definitions

Listed below are generic abilities that have been identified by clinical instructors as being essential for the entry-level occupational therapist to possess.

Please use the following scale for scoring:

5. Exceptionally Exceeds Standards: Performance is highly skilled. This rating would represent the top 5% of all the level I OT graduate students you have supervised.

4. Exceeds Standards: Performance is above average for a level I OT graduate student.

3. Meets Standards: Performance is consistent with an average level I OT graduate student.

2. Needs Improvement: Performance needs improvement before next level I fieldwork placement. Performance is below average for a level I OT graduate student.

1. Unsatisfactory: Performance is below standards and there is a concern regarding safety and/ or judgment for the next level I fieldwork placement.

1. <u>Commitment to Learning</u> : The ability to self assess, self correct and self direct; identify needs and sources of learning; continually seek new knowledge and understanding. COMMENTS:	____5.Exceptionally Exceeds ____4.Exceeds Expectations ____3.Meets Standards ____2.Needs Improvement ____1.Unsatisfactory
2. <u>Interpersonal Skills</u> : The ability to interact effectively with patients, families, colleagues, other health care professionals and the community; deal effectively with cultural/ethnic diversity issues. COMMENTS:	____5.Exceptionally Exceeds ____4.Exceeds Expectations ____3.Meets Standards ____2.Needs Improvement ____1.Unsatisfactory
3. <u>Communication Skills</u> : The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes. COMMENTS:	____5.Exceptionally Exceeds ____4.Exceeds Expectations ____3.Meets Standards ____2.Needs Improvement ____1.Unsatisfactory
4. <u>Effective Use of Time and Resources</u> : The ability to obtain the maximum benefit from a minimum investment of time and resources. COMMENTS:	____5.Exceptionally Exceeds ____4.Exceeds Expectations ____3.Meets Standards ____2.Needs Improvement ____1.Unsatisfactory

<p>5. <u>Use of Constructive Feedback:</u> The ability to identify sources, seek out, and effectively ask for feedback; effectively use and provide feedback to improve personal interaction.</p> <p>COMMENTS:</p>	<p>___ 5. Exceptionally Exceeds ___ 4. Exceeds Expectations ___ 3. Meets Standards ___ 2. Needs Improvement ___ 1. Unsatisfactory</p>
<p>6. <u>Problem-Solving:</u> The ability to recognize and define problems, analyze data, develop & implement solutions, and evaluate outcomes.</p> <p>COMMENTS:</p>	<p>___ 5. Exceptionally Exceeds ___ 4. Exceeds Expectations ___ 3. Meets Standards ___ 2. Needs Improvement ___ 1. Unsatisfactory</p>
<p>7. <u>Professionalism:</u> The ability to exhibit appropriate professional conduct and to represent the professional effectively.</p> <p>COMMENTS:</p>	<p>___ 5. Exceptionally Exceeds ___ 4. Exceeds Expectations ___ 3. Meets Standards ___ 2. Needs Improvement ___ 1. Unsatisfactory</p>
<p>8. <u>Responsibility:</u> The ability to fulfill commitments and be accountable for actions and outcomes.</p> <p>COMMENTS:</p>	<p>___ 5. Exceptionally Exceeds ___ 4. Exceeds Expectations ___ 3. Meets Standards ___ 2. Needs Improvement ___ 1. Unsatisfactory</p>
<p>9. <u>Critical Thinking:</u> The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, illusions, assumptions and hidden assumptions; distinguish the relevant from the irrelevant.</p> <p>COMMENTS:</p>	<p>___ 5. Exceptionally Exceeds ___ 4. Exceeds Expectations ___ 3. Meets Standards ___ 2. Needs Improvement ___ 1. Unsatisfactory</p>
<p>10. <u>Stress Management:</u> The ability to identify sources of stress and to develop effective coping behaviors.</p> <p>COMMENTS:</p>	<p>___ 5. Exceptionally Exceeds ___ 4. Exceeds Expectations ___ 3. Meets Standards ___ 2. Needs Improvement ___ 1. Unsatisfactory</p>

Clinical Supervisor Signature

Date

Student Signature

Date

INTERMEDIATE LEVEL

Commitment to Learning

- Establishes own learning method with instructor
- Takes collaborative approach
- Initiates own learning projects
- Identifies knowledge needs from clinical situation
- Uses spare time to research problems on own rather than ask clinical instructor
- Takes varied approach to use of resources

Interpersonal Skills

- Gives and receives feedback versus becomes defensive
- Demonstrates appropriate assertiveness
- Does not take patient's anger and frustration personally
- Demonstrates appropriate patient/occupational therapist relationship
- Establishes trust
- Recognizes ethical dilemmas and responds appropriately
- Speaks at patient's communication level
- Reconciles conflict
- Recognizes degree of familiarity with which others are comfortable
- Recognizes lack of understanding

Communication Skills

- Summarizes
- Has logical organization – SOAP notes – Sequencing
- Speaks at appropriate level for audience – hearing difficulties, non-English speakers, same eye level
- Demonstrates confidence
- Reacts appropriately to confrontations, questions
- Demonstrates appropriate verbal and non-verbal cues
- Sifts through information, highlights important points
- Demonstrates active listening skills – synthesizing, summarizing what has been said
- Prioritizes material, selects appropriate information for situation
- Reads and comprehends material, terminology
- Demonstrates critical analysis of articles, statistical and critiquing skills
- Demonstrates computer skills
- Conveys concise message – clear and accurate

Effective Use of Time and Resources

- Sets priorities
- Recognizes problem situations
- Finds alternative ways to solve problems
- Collaborates with others
- Defines goals and tasks to be completed
- Organizes time appropriately

Use of Constructive Feedback

- Critiques own performance
- Establishes personal goals based on feedback
- Clarifies processes and integrates feedback for effective use

Problem-Solving

- Identifies and defines problems objectively using active listening, interviewing, and observation skills
- Identifies contributors to a problem
- Prioritizes problems

Professionalism

- Understands and maintains appropriate relationships to patients, supportive personnel, and other health professionals
- Recognizes conflicting values and alternative resolutions
- Displays scientific skepticism and use of current literature

Responsibility

- Provides safe and secure environment for patients
- Arrives at expected time
- Dresses appropriately
- Maintains appropriate certifications, such as CPR

Critical Thinking

- Identifies and articulates problems and feels challenged to understand and solve them
- Identifies, generates and evaluates elements of logical argument
- Seeks flexible resolutions to conflict and uses old ideas to formulate new ones
- Is able to critique solutions
- Conceives and discovers ideas
- Knows when more facts are needed and has patience and initiative to seek them out
- Demonstrates confidence to produce accurate and reliable information
- Is aware of unfair techniques of persuasion
- Recognizes one's own biases and suspends judgmental thinking and evaluations for a sufficient length of time while observing to gain insights (value neutral)

Stress Management

- Demonstrates appropriate affective responses to situations
- Demonstrates appropriate coping skills
- Is confident and deals with problems appropriately
- Demonstrates assertiveness
- Prioritizes multiple commitments

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Action to be Taken

Based on Supervisor's Evaluation of Generic Abilities
Level I Grading

If a student is rated as needing improvement (Rating 1 or 2) on any generic ability on the supervisor's evaluation of the Level I practicum, the student is responsible for scheduling a meeting with the course instructor/TA and collaborating on a plan for improvement which addresses the identified areas.

The plan identified may include one or more of the following:

1. Review of the guiding principles behind OT practice with the population on which this fieldwork experience focuses.
2. Review of principles and application of professional behaviors (e.g. time management, preparation for sessions).
3. Additional opportunities to refine verbal communication skills as they relate to therapeutic relationships with clients and staff.
4. Revision of written work or supplemental written assignments.
5. Additional Level I clinical experience in association with the course.

A grade of Incomplete will be given until the plan for improvement is successfully carried out (and all other course requirements are met).