



## **OCCUPATIONAL THERAPY PROGRAM**

### **Ability-Based Assessment**

Ability-based assessment involves the identification of "generic abilities" that form a core of behavior required for classroom and 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 classroom and clinic as are cognitive and psychomotor abilities.

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.

The purpose of the Ability-based Assessment is to provide: 1) a beneficial learning and development experience, 2) an objective measure of professional behaviors, and 3) an opportunity to develop skills that ensure success in the classroom and clinic.

### **GENERIC ABILITIES EXPECTED OF MSOT STUDENTS INCLUDE:**

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

### **Department of Kinesiology Occupational Therapy Program**

Indicate evaluation by supervisor or self

Student: \_\_\_\_\_

\_\_\_\_ Evaluation by supervisor

Facility: \_\_\_\_\_

\_\_\_\_ Self evaluation

Supervisor: \_\_\_\_\_

Infant/Child \_\_\_ Y. Adult/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.

|  |   |
|--|---|
| <p>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.<br/><b>COMMENTS:</b></p>  | <p>___ 5.Exceptionally Exceeds<br/>___ 4.Exceeds Standards<br/>___ 3.Meets Standards<br/>___ 2.Needs Improvement<br/>___ 1.Unsatisfactory</p> |
| <p>2. <u>Interpersonal Skills:</u> The ability to interact effectively with classmates, patients, families, colleagues, other health care professionals and the community; work effectively with people from diverse cultural/ethnic backgrounds.<br/><b>COMMENTS:</b></p> | <p>___ 5.Exceptionally Exceeds<br/>___ 4.Exceeds Standards<br/>___ 3.Meets Standards<br/>___ 2.Needs Improvement<br/>___ 1.Unsatisfactory</p> |
| <p>3. <u>Communication Skills:</u> The ability to communicate effectively (speaking, body language, reading, writing, listening) for varied audiences and purposes.<br/><b>COMMENTS:</b></p>   | <p>___ 5.Exceptionally Exceeds<br/>___ 4.Exceeds Standards<br/>___ 3.Meets Standards<br/>___ 2.Needs Improvement<br/>___ 1.Unsatisfactory</p> |
| <p>4. <u>Effective Use of Time and Resources:</u> The ability to obtain the maximum benefit from a minimum investment of time and resources.<br/><b>COMMENTS:</b></p>  | <p>___ 5.Exceptionally Exceeds<br/>___ 4.Exceeds Standards<br/>___ 3.Meets Standards<br/>___ 2.Needs Improvement<br/>___ 1.Unsatisfactory</p> |

|  |  |
|--|--|
| <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.<br/><b>COMMENTS:</b></p>  | <p>___5.Exceptionally Exceeds<br/>___4.Exceeds Standards<br/>___3.Meets Standards<br/>___2.Needs Improvement<br/>___1.Unsatisfactory</p> |
| <p>6.<u>Problem-Solving</u>: The ability to recognize and define problems, analyze data, develop &amp; implement solutions, and evaluate outcomes.<br/><b>COMMENTS:</b></p>  | <p>___5.Exceptionally Exceeds<br/>___4.Exceeds Standards<br/>___3.Meets Standards<br/>___2.Needs Improvement<br/>___1.Unsatisfactory</p> |
| <p>7.<u>Professionalism</u>: The ability to exhibit appropriate ethical and professional conduct and to represent the profession effectively.<br/><b>COMMENTS:</b></p>   | <p>___5.Exceptionally Exceeds<br/>___4.Exceeds Standards<br/>___3.Meets Standards<br/>___2.Needs Improvement<br/>___1.Unsatisfactory</p> |
| <p>8.<u>Responsibility</u>: The ability to fulfill commitments and be accountable for actions and outcomes.<br/><b>COMMENTS:</b></p>   | <p>___5.Exceptionally Exceeds<br/>___4.Exceeds Standards<br/>___3.Meets Standards<br/>___2.Needs Improvement<br/>___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.<br/><b>COMMENTS:</b></p> | <p>___5.Exceptionally Exceeds<br/>___4.Exceeds Standards<br/>___3.Meets Standards<br/>___2.Needs Improvement<br/>___1.Unsatisfactory</p> |
| <p>10.<u>Stress Management</u>: The ability to identify sources of stress and to develop effective coping behaviors.<br/><b>COMMENTS:</b></p>  | <p>___5.Exceptionally Exceeds<br/>___4.Exceeds Standards<br/>___3.Meets Standards<br/>___2.Needs Improvement<br/>___1.Unsatisfactory</p> |

\_\_\_\_\_  
Clinical Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **INTERMEDIATE LEVEL**

### **Commitment to Learning**

- Uses collaborative approach
- Initiates own learning projects
- Identifies knowledge needs from clinical/ classroom/ group situation
- Uses spare time to research problems on own rather than ask clinical/ classroom instructor
- Applies varied approach to use of resources

### **Interpersonal Skills**

- Gives and receives feedback with a professional demeanor
- Demonstrates appropriate assertiveness
- Does not take client's/patient's anger and frustration personally
- Demonstrates appropriate patient/ client - occupational therapist relationship
- Establishes trust with patients/clients, peers, participants and instructors
- Recognizes ethical dilemmas and responds appropriately
- Adapts communication to an appropriate level for intended audience
- Reconciles conflict
- Recognizes degree of familiarity with which others are comfortable
- Recognizes lack of understanding and adjusts to communicate effectively

### **Communication Skills**

- Summarizes content of oral and written communications
- Has logical organization in communications – SOAP notes – Sequencing
- Speaks at appropriate level for audience – hearing difficulties, non-English speakers, same eye level
- Demonstrates confidence
- Reacts professionally to confrontations, questions
- Recognizes and demonstrates appropriate verbal and non-verbal cues
- Synthesizes 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 necessary computer skills for classroom/ clinic
- Demonstrates professional electronic communication skills – appropriate salutations, spelling/grammar, timely response to emails
- Conveys concise message – clear and accurate

## **Effective Use of Time and Resources**

- Sets priorities
- Recognizes problem situations
- Suggests alternative solutions to solve problems
- Collaborates effectively with others
- Defines goals and tasks to be completed
- Organizes time appropriately
- Completes assignments by deadlines

## **Use of Constructive Feedback**

- Critiques own performance
- Establishes personal goals based on feedback
- Clarifies processes and integrates feedback for effective use
- Demonstrates appropriate change in behavior in response to feedback

## **Problem-Solving**

- Identifies and defines problems objectively using active listening, interviewing, and observation skills
- Identifies contributing factors to a problem
- Prioritizes problems and responds appropriately

## **Professionalism**

- Understands and maintains appropriate relationships with instructors, classmates, patients/clients, groups, supportive personnel, and other health professionals
- Recognizes conflicting values and alternative resolutions
- Displays scientific skepticism and use of current literature
- Demonstrates ethical behaviors
- Respects the views and opinions of others

## **Responsibility**

- Provides safe and secure environment for groups / patients / clients / classmates
- Arrives at expected time
- Dresses appropriately for setting
- 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 effective coping skills
- Is confident and deals with problems appropriately
- Demonstrates assertiveness
- Prioritizes multiple commitments

OCCUPATIONAL THERAPY PROGRAM  
UNIVERSITY OF WISCONSIN-MADISON

**Action to be Taken**

**Based on Fieldwork Supervisor's Evaluation of Generic Abilities Level I Assessment**

If a student is rated as needing improvement (Rating 1 or 2) on any generic ability by a Fieldwork supervisor on the 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 the fieldwork experience is focused.
2. Review of the principles and application of expected 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).

**Action to be Taken**

**Based on Instructor/ Adviser's Evaluation of Generic Abilities**

If a student is rated as needing improvement (Rating 1 or 2) on any generic ability on an instructor/ adviser's evaluation of student performance during any given semester, the student is responsible for scheduling a meeting with the course instructor/ adviser 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 and/or performance in graduate school.
2. Review of the principles and application of expected professional behaviors (e.g. time management, preparation for sessions).
3. Additional opportunities to refine verbal/ written communication skills as they relate to academic and therapeutic relationships.
4. Revision of written work or supplemental written assignments.
5. Additional professional development coursework/ assignments.

Please see "MSOT Graduate Advising and Professional Development Policy and Procedure" for guidelines regarding "unsatisfactory" ratings.