WRITING SITE-SPECIFIC OBJECTIVES FOR THE FWPE FORMS

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Today's Objectives

- Identify entry-level competencies unique to your practice setting
- Develop objectives that reflect entry-level competency in your practice setting

Defining Competence

- A set of skills, knowledge, and abilities that together reflect the demands and goals of the organization or profession (Prahalad & Hamel 1990 [in Miller, et al., 2001])

- Competencies derived from analysis of the profession, versus analysis of specific jobs in the profession (Shippmann 2000 [in Miller, et al., 2001)

Defining Competence...

- Neufield (1985): 4 dimensions
  - Nature of the discipline
  - Scope of patients and presenting problems
  - Knowledge & skills (technical & interpersonal) needed to evaluate and intervene with patients
  - Problem-solving ability

Neufield reference found in Salvatori, 1996

Defining Competence…

- Marshall (1993): 3 domains
  - Cognitive domain: encompasses behaviors based on knowledge & judgment
  - Affective domain: the attitudes & values of the clinician
  - Psychomotor domain: reflects the clinician's manual & perceptual skills needed to practice

Marshall reference found in Salvatori, 1996

Defining Competence...

- Kane (1994): working model definition
  - "To identify the knowledge, skills, and judgments that are used in practice and that make a difference in practice, in the sense that the practitioner's level of mastery of knowledge, skills, and judgment has a substantial impact on the effectiveness of the practitioner's performance" (p.148)
  - Kane reference found in Salvatori, 1996

Entry-Level Competence

- Accreditation Council for Occupational Therapy Education (ACOTE) Standards

- NBCOT Practice Analysis

ACOTE Standards

- Addresses minimum standards related to educational content and types of experiences and outcomes; includes fieldwork education

- Describes outcomes as the minimum basic skills required of the entry-level occupational therapist and entry-level occupational therapy assistant

ACOTE: Entry-Level Competency Definition

- Entry-level: Being prepared to begin generalist practice as an occupational therapy practitioner with less than 1 year experience

- Competency: Having the requisite abilities/qualities and capacity to function in a professional environment

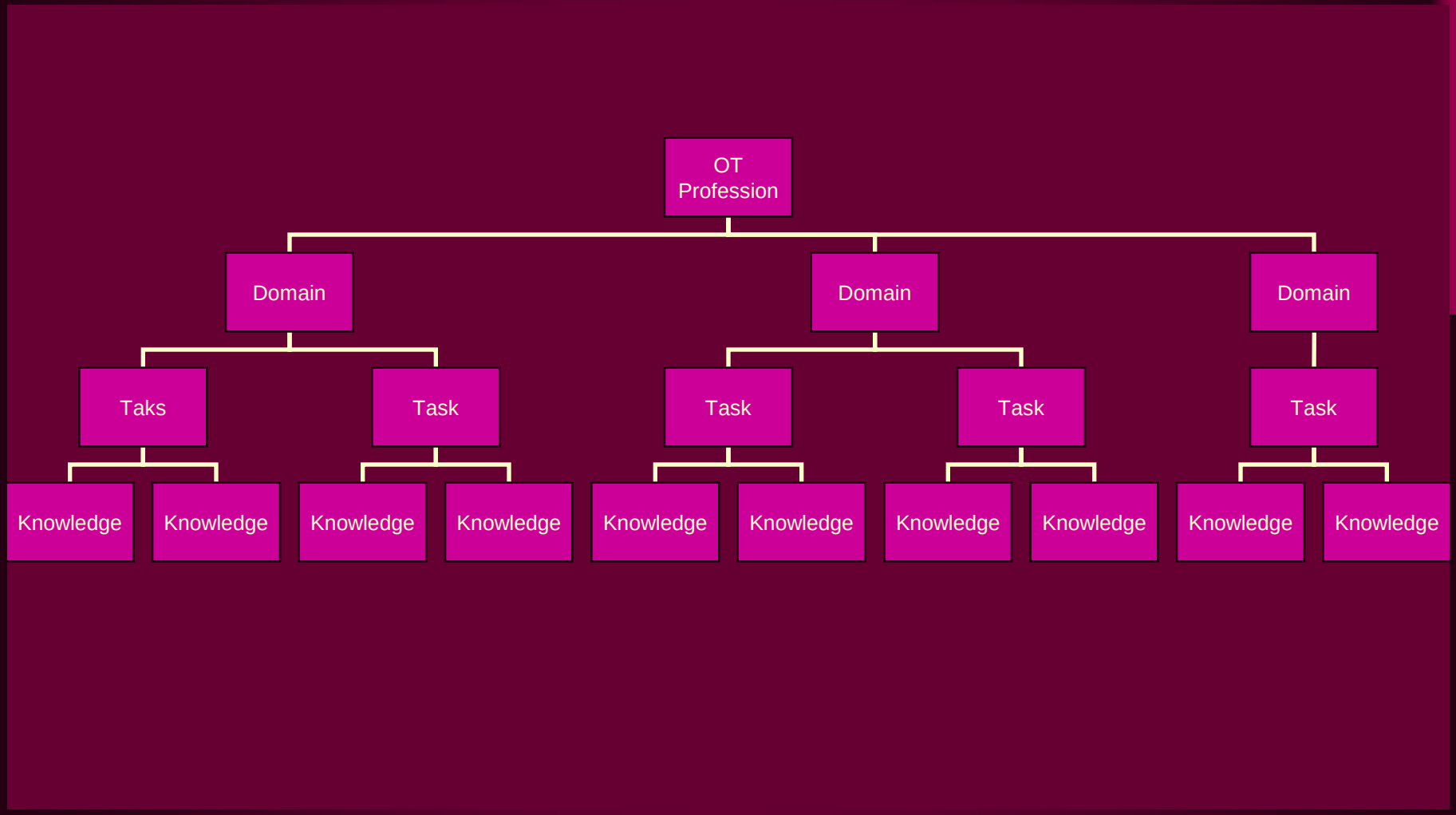
ACOTE: Basic Skills & Roles

- OTA
  - Direct care provider
  - Educator
  - Advocate
- OT
  - Direct care provider
  - Educator
  - Advocate
  - Manager
  - Researcher
  - Consultant

NBCOT Practice Analysis

- Completed in 2003
- Practice analysis sampling included OTRs and COTAs
- Operationally defined entry-level as the first 36 months subsequent to receiving certification from NBCOT

NBCOT - Practice Description



NBCOT Practice Analysis Domains

- Evaluate the individual/group to determine needs & priorities for occupation-based interventions
- Develop intervention plan that addresses the occupational needs of individuals/groups
- Implement occupationally meaningful interventions with individuals/groups that support participation in relevant environments

NBCOT Practice Analysis Domains

- Provide occupational therapy services that address the occupational performance needs of populations
- Manage, organize, and promote occupational therapy services

Examples of Tasks Within Domains for the OTR and COTA from the 2003 NBCOT Practice Analysis

NBCOT Practice Analysis Tasks – OTR

- Domain 1, Task 3:
  Integrate the information gathered regarding the impact of impairment, disability, or condition on the individual's/group's occupational roles in order to form a hypothesis to guide intervention

NBCOT Practice Analysis Tasks – COTA

- Domain 1, Task 2:
  Observe individual's/group's performance in environments to collect information about factors that influence occupational performance

NBCOT Practice Analysis Tasks – OTR

- Domain 2, Task 2:
  Select frame(s) of reference or model(s) of practice and specific approaches based on best practices to guide the intervention planning process

NBCOT Practice Analysis Tasks – COTA

- Domain 2, Task 4:
  Select intervention approaches that are designed to establish or restore the individual's/group's skills or abilities consistent with frames of reference or models of practice

Examples of How Knowledge Relates to Tasks Performed by the OTR and COTA from the 2003 NBCOT Practice Analysis

NBCOT Practice Analysis Knowledge – OTR

- Activity & environment modification (Tasks 2.3, 2.5, 2.6, 3.2, 3.4)
- Clinical reasoning process (Tasks 1.3, 1.10, 2.1, 2.3, 2.6, 2.8, 3.1)
- Professional guidelines, terminology, & standards of practice (Task 5.10)

NBCOT Practice Analysis Knowledge – COTA

- Activity & environment modification (Tasks 2.5, 2.6, 3.2)
- Collaboration strategies such as active listening, negotiating, & conflict resolution (Task 3.1)
- Professional guidelines, terminology, & standards of practice (Task 5.10)

Activity: What are the essential knowledge, skills, and abilities required of a new hire in your practice setting to facilitate the OT process?

- Evaluation
- Intervention
- Manage, Organize Services
- Professional Behaviors

Individualizing the FWPE

- Designed for **additional** objectives to be written to clearly identify entry-level performance competencies
  - Site-specific objectives
  - NOT supervisor-specific
- If an item is very clear and meets the ‘RUMBA’ test, you do not need to write another objective

Writing Site-Specific Objectives

- Identify entry-level competencies at your site
  - What is the domain of occupational therapy at your site?
  - What is the purpose of the OT evaluation process at your site?
  - What intervention approaches do you use at your site?
  - What is considered safe and ethical practice at your site?

RUMBA Test

- Relevant – Is this something I would expect of an entry-level occupational therapy practitioner at my site?

- Understandable – Would a student know what he or she is supposed to do when he or she reads the objective?

RUMBA Test

- Measurable – Is there a way that I can clearly identify if the student did or did not successfully meet this objective?

- Behavioral – Is the objective written in a manner that will allow the expected performance to be clearly observed?

RUMBA Test

- Achievable – Is the objective realistic within the time frame, demands, and resources at my site? Is the objective realistic in my site in relation to the student's level of preparation?

Questions to Consider When Writing Objectives

- What will demonstrate to you that the student is able to:
  - Practice in a safe and ethical manner?
  - Clearly articulate the domain of practice?
  - Effectively carry out the OT process?

Questions to Consider When Writing Objectives

- How can you measure/evaluate that the student is at entry-level mastery?
  - Level of independence?
  - Frequency of performance?
  - Quality of performance?

A Sample Objective – FWPE/OTS

- FWPE/OTS Item #10. Determines client's occupational profile and performance through appropriate assessment methods.

- **Community setting:** Accurately compares and contrasts the differences between what the participant says he or she can do and what he or she actually can do.

A Sample Objective – FWPE/OTS

- FWPE/OTS Item #16. Establishes an accurate and appropriate plan based on evaluation results

- **School setting:** Provides behavior-based measurable occupational therapy goals during the IEP meeting that reflect the student's needs and priorities

- **Acute care hospital setting:** Develops within 24 hours after evaluation an intervention plan that is achievable within client's length of stay

A Sample Objective – FWPE/OTS

- FWPE/OTS Item #18. Articulates a clear and logical rationale for the intervention process.
- **Mental health setting**: Clearly explains the rationale for the intervention activities selected using the Model of Human Occupation
- **School setting**: Clearly describes why a student requires pull-out occupational therapy interventions versus classroom occupational therapy interventions

A Sample Objective – FWPE/OTS

- FWPE/OTS Item #18. Articulates a clear and logical rationale for the intervention process.
- **Rehab setting**: Discusses rationale of intervention choices using motor learning principles
- **Community setting**: Consistently explains to various team members and community agencies the purpose of community-based occupational therapy services in language that is understood

A Sample Objective – FWPE/OTAS

- FWPE/OTAS Item #8. Establishes service competency in assessment methods, including but not limited to interview, observations, assessment tools, and chart reviews within the context of the service delivery setting.
- **Mental health setting:** Accurately administers the Allen Cognitive Level Screen and the structured intake interview after establishment of service competency
- **Rehab setting:** Accurately completes the ADL/mobility assessments using the FIM® scale after establishment of service competency

A Sample Objective – FWPE/OTAS

- FWPE/OTAS Item #11. Develops client-centered and occupation-based goals in collaboration with the occupational therapist.
- **Mental health setting:** Identifies realistic goals for individual intervention and goals for each individual in group intervention based on patient's condition, discharge environment, length of stay, and cognitive disabilities frame of reference
- **Rehab setting:** Assists in setting goals based on evaluation results, client's goals and desires, and discharge environment

A Sample Objective – FWPE/OTAS

- FWPE/OTAS Item #11. Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

- **School setting:** Assists in developing IEP goals based on the student's needs, abilities, and classroom expectations

A Sample Objective – FWPE/OTAS

- FWPE/OTAS Item #16. Effectively interacts with clients to facilitate accomplishment of established goals.
- **Mental health setting:** Consistently maintains nonjudgmental, firm, consistent approach while conveying respect for the individual
- **School setting:** Uses a variety of effective interaction styles during individual and group sessions to facilitate students' engagement in activities and progress toward IEP goals
- **Rehab setting:** Engages in effective "in the moment" interactions during intervention sessions to ensure safety and maximize functional outcomes of clients

Summary

- The FWPEs were designed to measure entry-level competency–not levels of performance above entry-level

- Site-specific objectives need to reflect entry-level competency expectations, not levels of performance above entry-level

Summary

- Achievement of the site-specific objectives will demonstrate the student's knowledge, skills, and abilities to practice in a safe and ethical manner and effectively carry out the occupational therapy process in the practice setting

References

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- Salvatori, P. (1996). Clinical competence: A review of the health care literature with a focus on occupational therapy. Canadian Journal of Occupational Therapy, 63(4), 260–271.