

The Professional Pathway Assessment: A Collaborative Tool for Students and Fieldwork Educators

Rachelle Lydell, OTD, MSOT, OTR/L February 24, 2024



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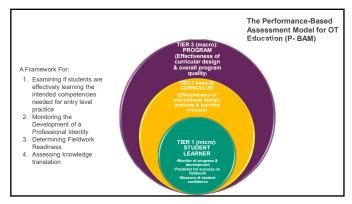
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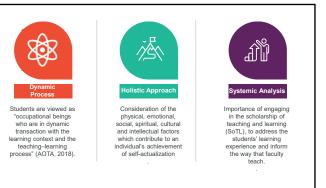


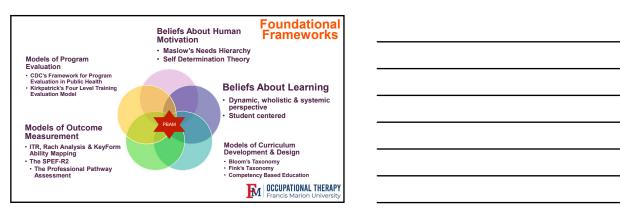
Competency Based Education for the field of Occupational Therapy

The Performance Based Assessment Model (P-BAM) for OT Education
• Performance Based Evaluation Tool: The Professional Pathway Assessment (PPA)

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How does a program come to a consensus that it is preparing confident, competent, "practice-ready" occupational therapy practitioners?



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Competency Based Education

A key trend for the future of health care which subscribes to a learner centric approach to educational design.

Learner progression occurs only when competency is demonstrated

- · Guide curricular design
- Fieldwork education
- Program evaluation

Outcome: Enhancing readiness for practice through the alignment of the abilities of graduates with the needs of patients and healthcare systems.



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Competency Based Education

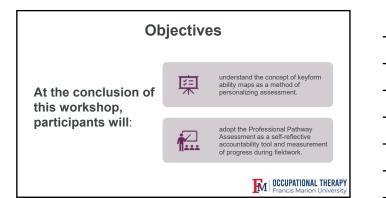
Requires a framework that includes:

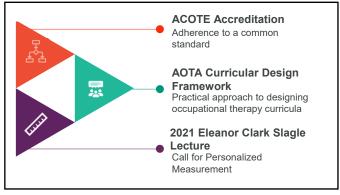
- 1. transferable learning objectives which empower learners
- defined performance outcomes a program through an evaluation plan that includes formative & summative evaluation
- a positive process to assess whether competence has been demonstrated, build confidence & support individual learning needs (a logic model to guide evaluation)











A Call to Action

"...the pattern of responses to individual items when presented as a keyform recovery map, can focus on the person and the specific needs of that person, provide a pattern of picture of your client that identifies the just right challenge for the individual, and provide a scoring pattern with an empirical basis for setting short term goals, long term goals and optimal treatment interventions"

- Dr. Craig Velozo, 2020 Eleanor Clarke Slagle Lecture



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A Call to Action: Personalizing Measurement

Outcome

- the change you are trying to make
- something meaningful or relevant
- results quantitatively indicate whether you've delivered a particular outcome or are meeting a certain need

Performance

- Measure of a person's ability to apply the skills and knowledge learned from a situation, activity
 - if that person is a student, from a unit or units of study.



Performance Based Measurement in OT Practice

Low Strength

- o Grade Point Average (GPA)
- o Cumulative GPA
- Fieldwork Performance Evaluation
- o Course Learning Outcomes
- o Module Learning Outcomes
- o Student learning outcomes

High Strength

- Standardized patient evaluations
- Patient Reported Outcome Measurement (PROMIS)
- o Student Practice Evaluation Form – Revised (SPEF-R2)



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Limitations

- 1. How do we measure professional competencies related to "soft skills?"
- Is Cumulative GPA and Course GPA a true assessment of a student's academic performance and is it enough to predict successful performance on fieldwork?

Two issues:

- A. test items represent abstract constructs, such as knowledge, skills and values.
- B. different grading "severities" across professors





Item Response Theory, Rach Analysis & Keyform Ability Maps

"If we hope to show the true value of occupational therapy, we need a measurement model that focuses on the person, not the instrument."

> - Dr. Craig Velozo, 2021 Eleanor Clarke Slagle Lecture



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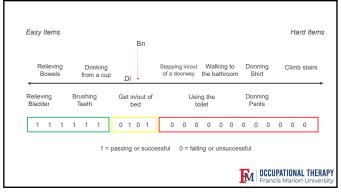
Item Response Theory:

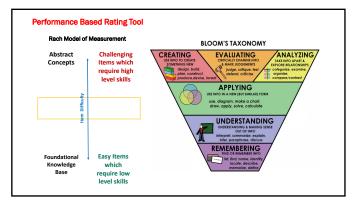
 a mathematical approach that quantifies the difference between an individual's abilities and the characteristics of an item

Rasch Model of Measurement:

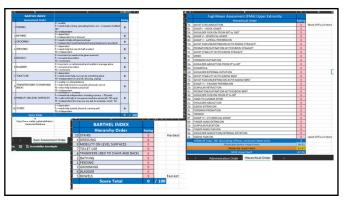
 a mathematical framework that serves as a tool for quantifying unobservable human conditions

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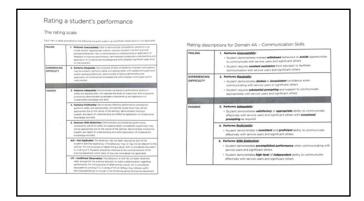


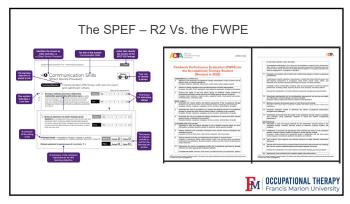




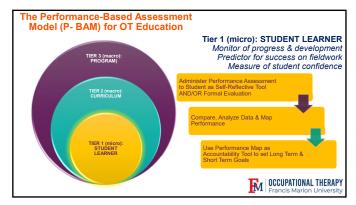


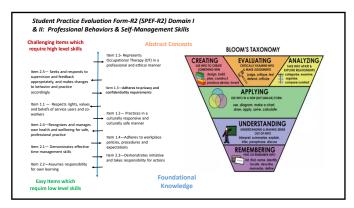




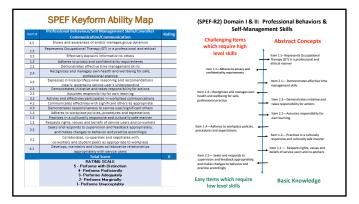


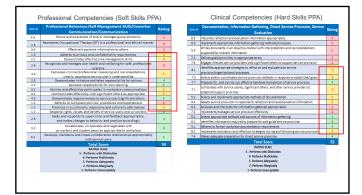






The Professional Pathway Assessment Rating Tool (PPA - RT)	The content of the	And the second s
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Student Case 1

Elaina - Interdisciplinary meeting in a mental health setting

Instructions:

- 1. View the Vignette
- 2. Complete the PPA Rating Tool
- 3. REVIEW & COMPARE SCORES



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Student Case 2 Sam - Therapy Session in a Patient's Home

Instructions:

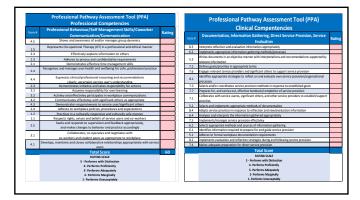
- 1. View the Vignette
- 2. Complete the PPA Rating Tool
- 3. REVIEW & COMPARE SCORES



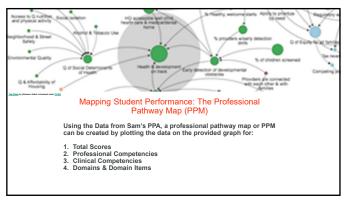


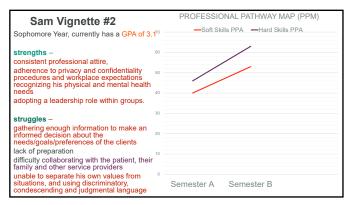
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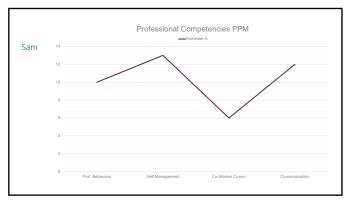












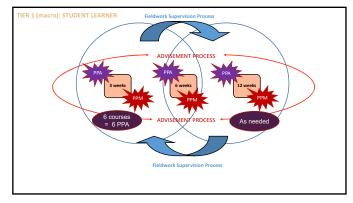
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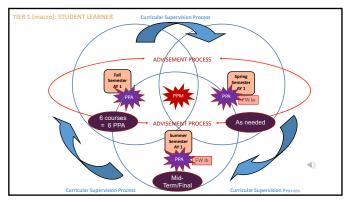
Reflect, Discuss & Share

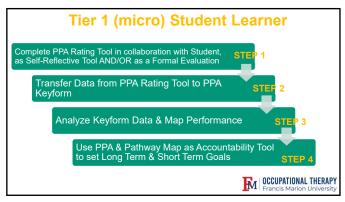
- Upon analyzing Sam's data, reflect upon the implications of the results:
 - in As his FWE/mentor how could you utilize this data to address the areas where he is struggling?
 - struggling:
 ii Utilizing knowledge about his "just right challenge" area.... How would you utilize this data to approach Sam, hold him accountable for how he is currently performing and/or motivate him to continue to improve his performance?
- Discuss your thoughts regarding the PPA as a method for performance evaluation compared to the FWPE



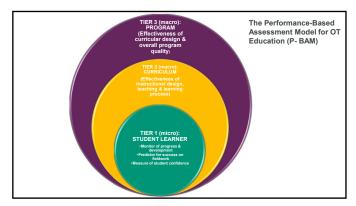








2018 ACOTE Standards: Program Evaluation A.3.5 – Evaluation on a Regular Basis A.6.3 - Program Evaluation 2025 ACOTE Standards A.3.7 – Student Advising by Core Faculty









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