



**THE SOUTH CAROLINA
OCCUPATIONAL
THERAPY
ASSOCIATION**

**ANNUAL STATE
CONFERENCE** 2024

FEBRUARY - 23-24
COLUMBIA, SC

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

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



1

Presentation Author



Rachelle Lydell
OTD, MSOT, OTR/L
rachelle.lydell@fmarion.edu
843-661-1667



2



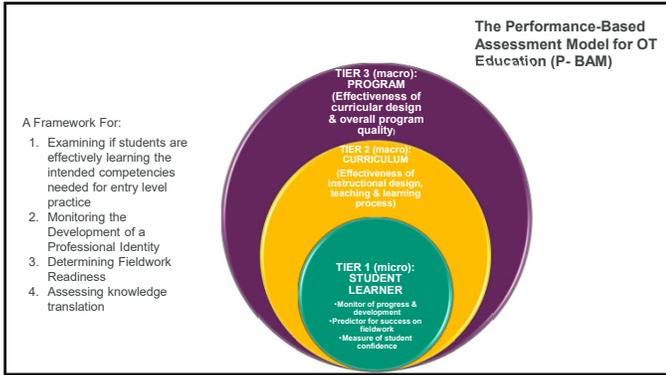
Competency Based Education for the field of Occupational Therapy

The Performance Based Assessment Model (P-BAM) for OT Education

- Performance Based Evaluation Tool: The Professional Pathway Assessment (PPA)



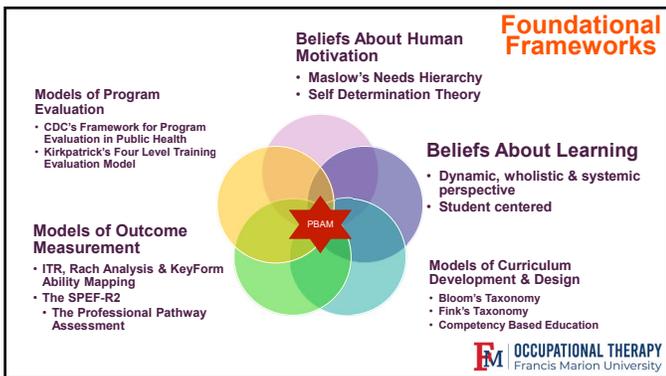
3



4



5



6

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



7

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.



8

Competency Based Education

Requires a framework that includes:

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



9

No national movement to explore a CBE framework for occupational therapy

No consensus on defined outcomes for the profession




10

		
Methods	Resources	Outcomes
<p>No published guidelines or frameworks that offer standardize methods for continuous quality improvement</p>	<p>No publications that offer strategies or practical guidelines to enrich OT instruction based on qualitative/quantitative measures</p>	<p>No measurement tool except GPA to monitor student progress, improve learning and increase confidence to execute successful performance on fieldwork.</p>

11

Objectives

At the conclusion of this workshop, participants will:

- 

understand the concept of keyform ability maps as a method of personalizing assessment.
- 

adopt the Professional Pathway Assessment as a self-reflective accountability tool and measurement of progress during fieldwork.



12

ACOTE Accreditation
Adherence to a common standard

AOTA Curricular Design Framework
Practical approach to designing occupational therapy curricula

2021 Eleanor Clark Slagle Lecture
Call for Personalized Measurement

13

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



14

**A Call to Action:
Personalizing Measurement**

<p>Outcome</p> <ul style="list-style-type: none"> • 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 	<p>Performance</p> <ul style="list-style-type: none"> • Measure of a person's ability to apply the skills and knowledge learned from a situation, activity <ul style="list-style-type: none"> ○ if that person is a student, from a unit or units of study.
--	---



15

Performance Based Measurement in OT Practice

Low Strength

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

High Strength

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



16



Need Quantitative/Qualitative measure of knowledge translation & retention



Need Quantitative/Qualitative measure of professional development to monitor progress



Need Quantitative/Qualitative measure of fieldwork readiness



17

Limitations

1. How do we measure professional competencies related to "soft skills?"
2. 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



18

Item Response Theory, Rasch 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



19



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

Velozo, C. A. (2021)

20

Easy Items Hard Items

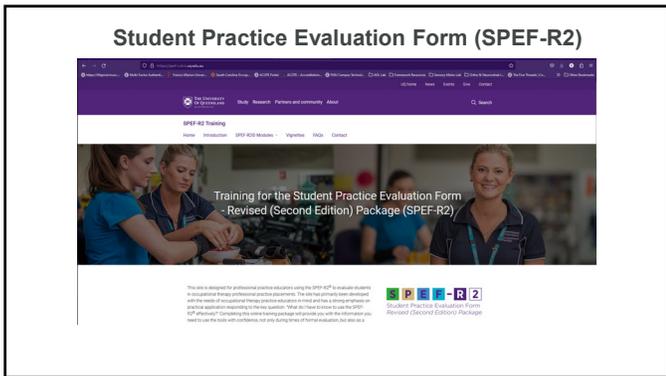
B_n


Relieving Bowels	Drinking from a cup	Get in/out of bed	Stepping in/out of a doorway	Walking to the bathroom	Donning Shirt	Climb stairs												
Relieving Bladder	Brushing Teeth	Using the toilet	Donning Pants															
1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

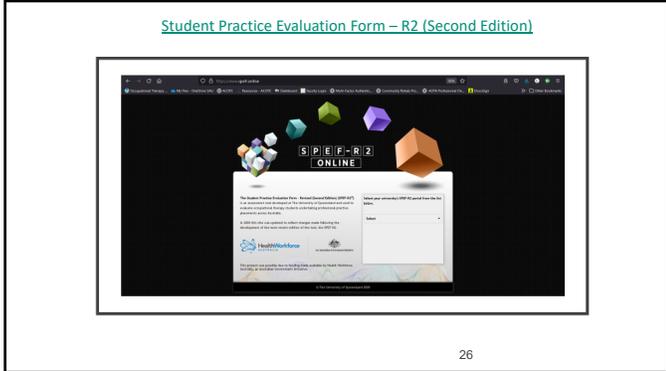
1 = passing or successful 0 = failing or unsuccessful



21

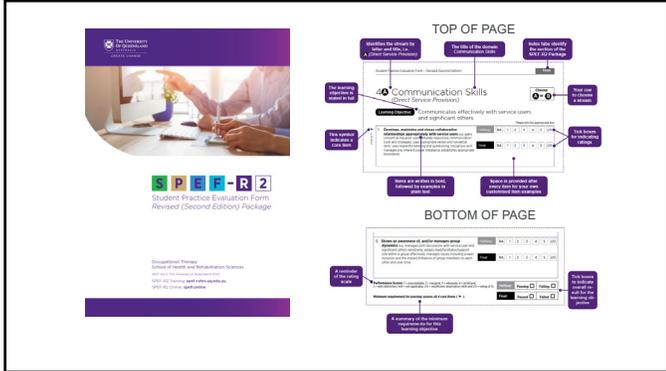


25



26

26



27



37

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

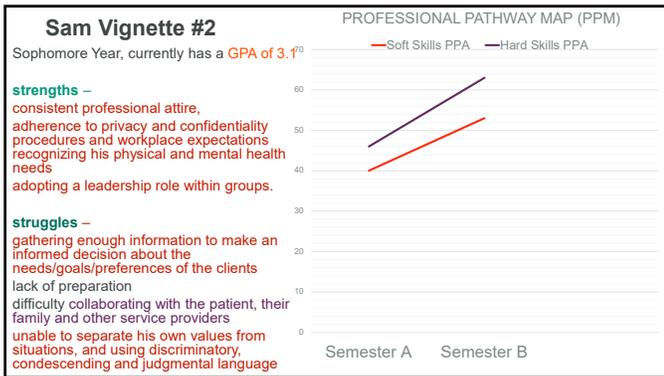


 **OCCUPATIONAL THERAPY**
Francis Marion University

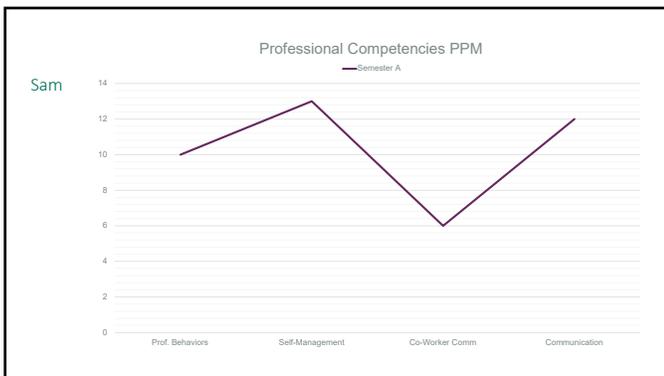
38



39



43

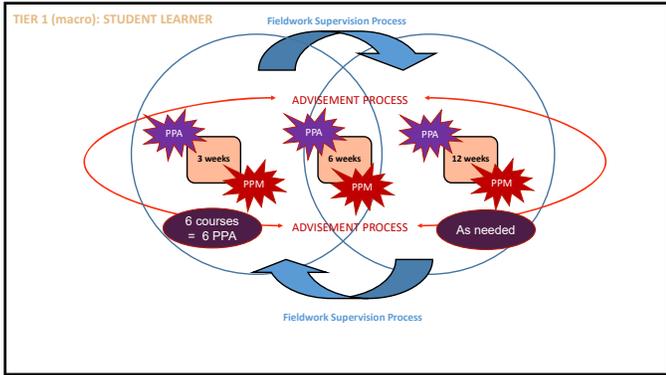


44

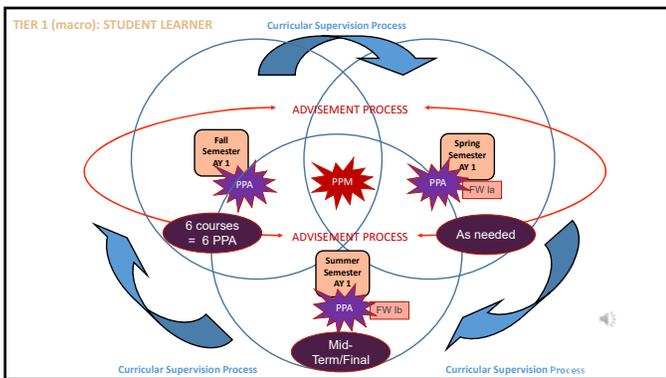
Reflect, Discuss & Share

- Upon analyzing Sam's data, reflect upon the implications of the results:
 - As his FWE/mentor how could you utilize this data to address the areas where he is struggling?
 - 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

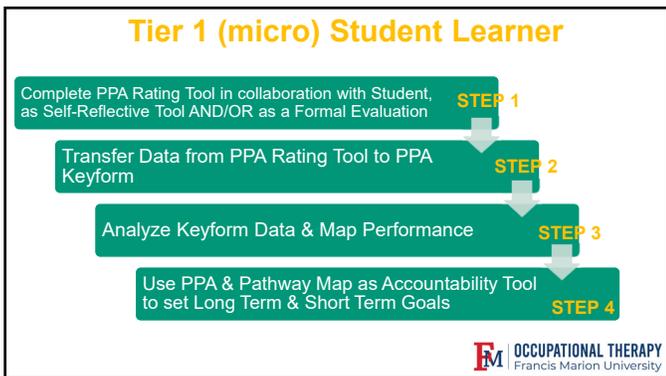
45



46



47



48

2018 ACOTE Standards: Program Evaluation

A.3.5 – Evaluation on a Regular Basis

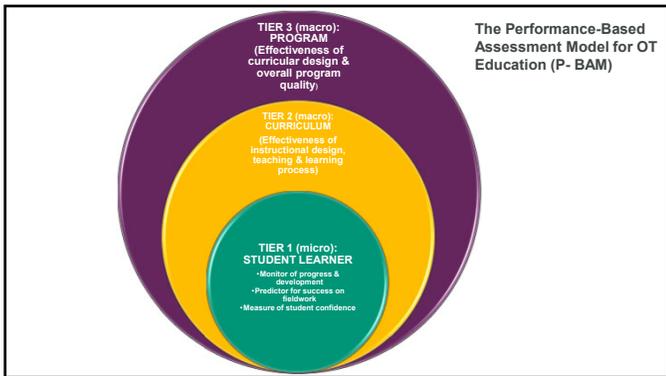
A.6.3 - Program Evaluation

2025 ACOTE Standards

A.3.7 – Student Advising by Core Faculty



49



50



An Outcomes-Based Program Assessment Framework for OT Curricula: Informing Curricular Quality, Design, & Student Professional Development

<p>Details</p> <p>Session Includes: 198: An Outcomes-Based Program Assessment Framework for OT Curricula: Informing Curricular Quality, Design, & Student Professional Development</p> <p>Location: Orange County Convention Center</p> <p>Date: Wednesday, May 22, 12:00 PM</p> <p>Duration: 6 hours 30 minutes</p> <p>Speakers</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>Primary Speaker Phyllis G. Lopez OTD, MSOT, OTR/L Francis Marion University</p> </div>	<p>About</p> <p>Description</p> <p>The workshop introduces a three-tiered model designed for OT and OTA education programs to monitor the professional development of students, assess program quality, and guide continuous improvement in the teaching and learning process using outcome measures.</p> <p>Learning Objectives</p> <p>At the end of this session, participants will understand the conceptual principles of the three-tiered Performance Based Assessment Model (PBAM). At the end of this session, participants will adopt the Professional Pathway Assessment as a strategy for assessing, monitoring, and advising students. At the end of this session, participants will apply the PBAM in their own practice and regularly map student performance outcomes to guide achievement.</p> <p>Tracks</p>
--	---



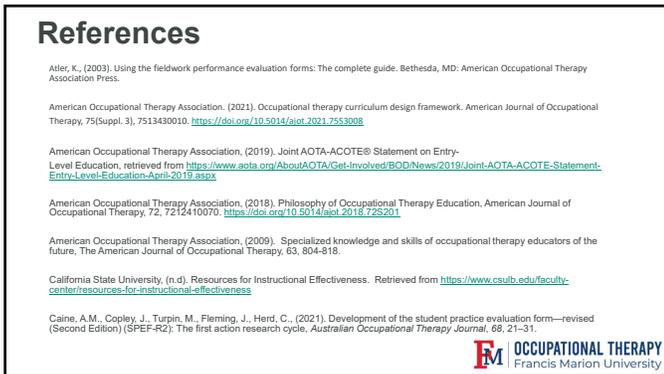
51



52



53



54
