

# OCCUPATIONAL THERAPY FIELDWORK NEWS

Penn State DuBois OTA Program

Fall 2018

## PSU DuBois OTA Program Updates

2018 has been a busy year for our program. Students and faculty have been active: completing inter-professional education with PTA and engineering students on campus, participating in intra-professional education with OT students from Gannon, and completing service learning at DAHS, Christ the King Manor, and The Foundry. LuAnn, Amy and 3 students presented a short-course at the Fall 2018 POTA Conference in Monroeville, PA highlighting the learning experiences we offer that are beyond the classroom and fieldwork. This opportunity was valuable for the students who participated.

### Tips for Scoring Level II Fieldwork Experiences

An ongoing concern among Academic Fieldwork Coordinators across all programs (both OTA and OTR) is the accurate evaluation and scoring of students during their level I & II experiences. For level II, this is based on completion of the AOTA FWPE form. Here are some tips for scoring your students:

- ◇ Utilize site-specific objectives to guide your assessment. Your site has agreed to either use the PSU recommended objectives or has created their own (see page 2 for site-specific objective information).
- ◇ Provide the student with a copy of the evaluation and ask them to self-assess at midterm and final. Compare their self-assessment and your assessment during a discussion to assist in further assigning a score. This discussion can be helpful to better understand the demands of the site and the student performance. This can be helpful at midterm to set goals for the remaining 4 weeks.
- ◇ Identify areas of the FWPE that do not match well with your site and create opportunities for students to demonstrate the skills being evaluated. For example, if your site does not offer many opportunities for OTA's or OTA students to complete assessments (FWPE items #8 & 9), allow for opportunities to complete on staff or suggest participation with the OTR during evaluations. These can include goniometry, functional muscle testing, SLUMS, MMSE, Timed Up & Go, Functional Reach, etc. A student's score should not be penalized due to a lack of an opportunity to complete the task at the site.
- ◇ For item #6 that addresses EBP, ask the student to use their library resources to provide updated information. Present a clinical situation or question to the student and assess their ability to find relevant information.



The PSU DuBois OTA program is accredited by ACOTE through 2024. There are specific standards that the program is bound to address throughout the curriculum to maintain accreditation. Based on the current standards implemented in 2011, there are 19 FW related standards to be addressed. This newsletter will be a communication tool to facilitate campus and clinic communication and compliance with the standards.

### In This Issue

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## Use of Site-Specific Objectives and Level II Fieldwork Evaluations

AOTA requires the Fieldwork Performance Evaluation (FWPE) be completed for each student at each level II fieldwork site. The form is comprised of 25 items with the scoring criteria being based on the achievement of entry-level practice. This form was developed to accommodate clinical experiences across the spectrum of settings and client populations. Often this creates difficulty for clinical educators when evaluating a student due the general nature of the evaluation. So, how do you identify entry-level competency for an OTA at your unique setting?

In order to further strengthen our classroom to clinic connection, and to clarify the definition of entry-level practice, we have provided you with the resources to adopt, modify, or create your own site specific objectives. As each clinical affiliation agreement is established, the Academic Fieldwork Coordinator provides these resources and requires a signed agreement stating which option the site selects.

The use of site specific objectives is necessary as it clarifies the scoring of students, but it also allows for collaboration between the sites and the university. ACOTE refers to the use of these objectives in the 2011 ACOTE Accreditation Standards:

C.1.1 Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education.

C.1.3 Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.

As a fieldwork educator you may be unaware of what your site had agreed upon when asked to consider and adopt objectives. I would recommend that you speak with other staff at your facility, refer to our [website](https://dubois.psu.edu/OTA-Site-Specific-Learning-Objectives) (https://dubois.psu.edu/OTA-Site-Specific-Learning-Objectives), or seek assistance from the campus Academic Fieldwork Coordinator.

For the most effective scoring process, it is best to have the objectives available to a student from day #1 of their experience to set expectations of performance and then use them as you assess the student's progress at midterm and final.

### AOTA Resources for Site-Specific Objectives

AOTA provides resources regarding establishment of site-specific objectives. The following site provides examples specific to practice areas that can help in making the evaluation form more applicable to your practice.

For additional information [visit](#):

<https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

## Did you know that ACOTE has released updated OT degree accreditation standards?

The [2018 Standards](#) can be found at:

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>

2018

### Fieldwork Educators Continuing Education Opportunity

In response to the decreased ability for clinicians to attend the yearly on-campus FW Workshop, an online continuing education module was created to offer free contact hours related to a FW topic.

The 2017 module was created to address Evidence-Based Practice in OTA FW education. Participants have the opportunity to earn up to 3 contact hours. There are 3 tasks to complete (each for 1 contact hour). All 3 do not have to be completed.

The module is a Google page and a free Google account is required.

Participation is self-paced, and once the survey is submitted a certificate for contact hours will be provided.

The module can be accessed through this [link](#):

<https://sites.google.com/site/psuduboisotafworkshopsp2016/>

This module is still available in 2018.

### Do you Advocate for Occupational Therapy?

It is essential that all OT practitioners advocate for the role of OT in the workplace and community. There are many changes coming in the field related to reimbursement and legislation, and without a strong voice, we can be at risk of losing some of our professional identity or practice opportunities.

#### How can you be an OT advocate?

- ◇ Become a member of your state organization. Did you know that there are less than 100 OTA members of POTA? There are over 3,700 OTAs in the state. There is a similar trend with OTRs as well. We need POTA to be our voice when other disciplines are considering adding OT-related language to their state practice acts (ex: Recreational Therapy).
- ◇ Become a member of AOTA. There are national decisions being made by Congress that impact our profession. AOTA lobbies to protect us. Utilize [free resources offered by AOTA](#) to promote our value to your employers and clients (<https://www.aota.org/Practice/Manage/Promote.aspx>)
- ◇ Become a voice for OT to your administrators and those who refer for therapy services. Share articles/information that prove our value:

Article on the value of OT in fall reduction:

[https://www.ajpmonline.org/article/S0749-3797\(18\)31759-8/fulltext?fbclid=IwAR0z9NhOxGXFSYpItN2qJQ9tl0IgjQ0Lc4UHWqEPTUOh8VvgVPQB-hVHbwo](https://www.ajpmonline.org/article/S0749-3797(18)31759-8/fulltext?fbclid=IwAR0z9NhOxGXFSYpItN2qJQ9tl0IgjQ0Lc4UHWqEPTUOh8VvgVPQB-hVHbwo)

Article highlighting the value of OT in reducing readmissions: <https://www.aota.org/Publications-News/ForTheMedia/PressReleases/2016/091516-Readmission.aspx>

- ◇ Share OT news on social media
- ◇ Contact your legislators. Use this [AOTA page](#) as a resource: <http://cqrcengage.com/aota/home?0>

**Don't forget.....with your NBCOT certification/registration you have FREE access to continuing education opportunities through NBCOT Navigator as well as Proquest for EBP resources.**

## CE/Training Opportunities:

AOTA

### [How OT Practitioners Can Prepare for the 2019 SNF Payment Model - free CE](https://www.aota.org/Publications-News/AOTANews/2018/Practitioners-Prepare-2019-SNF-Payment-Model-Earn-Free-CE.aspx)

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Medicare Learning Network

### [Online trainings](https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNEdWebGuide/Downloads/MLNWBTs-for-CE-Credit.pdf) (some offer free CE)

<https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNEdWebGuide/Downloads/MLNWBTs-for-CE-Credit.pdf>

### [Act 31 Training for June 2019 PA License Renewal - free](https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_91_1)

[https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab\\_tab\\_group\\_id=\\_91\\_1](https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_91_1)

## OT Legislative Updates:

AOTA:

OTA's, stay current on legislation and updates regarding the [85% reimbursement policy](https://www.aota.org/Advocacy-Policy/Federal-Reg-Affairs/News/2018/CMS-Proposes-How-to-Identify-OTA-Provided-Services.aspx).

<https://www.aota.org/Advocacy-Policy/Federal-Reg-Affairs/News/2018/CMS-Proposes-How-to-Identify-OTA-Provided-Services.aspx>

PA State Board of Occupational Therapy Licensure & Education:

OTA's, stay current on [PA licensure CE requirements](https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Documents/Special%20Notices/OTSN%20-%20Proposed%20Continued%20Competency%20Regulations%20for%20OTAs.pdf).

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/OccupationalTherapy/Documents/Special%20Notices/OTSN%20-%20Proposed%20Continued%20Competency%20Regulations%20for%20OTAs.pdf>

OT is included in [new law to address the opioid epidemic](https://www.aota.org/Advocacy-Policy/Congressional-Affairs/Legislative-Issues-Update/2018/occupational-therapy-included-new-law-opioid-epidemic-pain-management.aspx):

<https://www.aota.org/Advocacy-Policy/Congressional-Affairs/Legislative-Issues-Update/2018/occupational-therapy-included-new-law-opioid-epidemic-pain-management.aspx>

## Contact Us

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Visit our program [website](http://dubois.psu.edu/ota) at:

<http://dubois.psu.edu/ota>

(see link for fieldwork resources)