



# Entry Level Competence and Solutions for Challenging Students

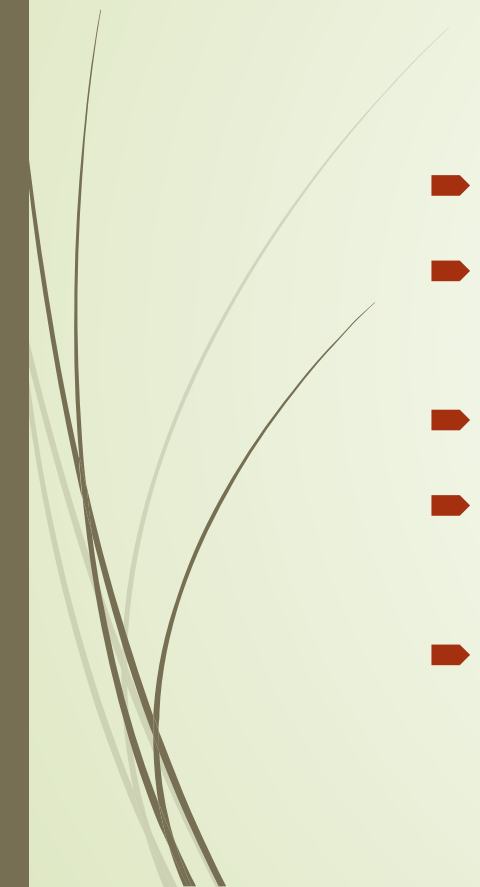
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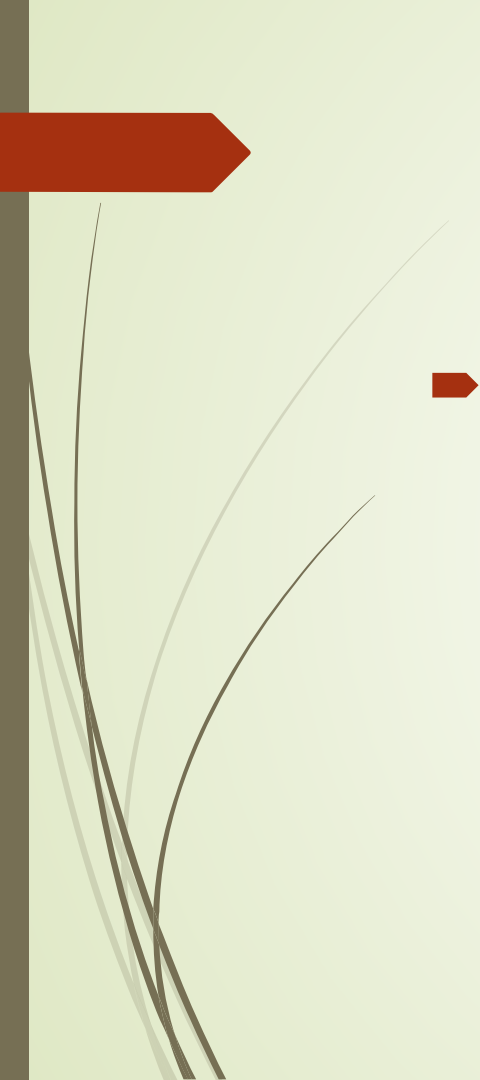
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# Objectives

- Explore Concepts of Entry Level Practice
  - Define Entry Level Practice by Specialty Practice Area
  - Explore Solutions for Challenging Students
  - Create Yellow Flag/Red Flag Lists by Specialty Practice Area
  - Create Competency Plan based on given scenario
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- The studies available highlight the need for **clearer definitions** of entry-level competency and expectations related to entry-level practice and FW completion.



# Entry Level Competency

- Level II FW experiences are designed to *provide students with opportunities to apply the knowledge and skills* gained from their academic coursework in current OT practice settings, so that they *ultimately develop* into **“competent entry-level generalist OT practitioners”** (ACOTE, 2012)
- FWPE/OTS and OTAS defines competency as **“adequate skills and abilities to practice as an entry-level OT or OTA”** (AOA, 2002, p. 8)



# Additional Resources

- Standards of Practice for Occupational Therapy (AOTA 2015)
- An introduction to understanding the OT and OTA Fieldwork Performance Evaluation (AOTA website, 2003)
- Entry Level Competencies for Occupational Therapists 2008 (WFOT, 2008)
- Academic programs collaborate with sites to develop “**Site Specific Objectives**” to apply to their own site (ACOTE, 2012)



# Literature Review




- **Jette, et al., 2007-** found that PT clinical instructors suggested expectations of entry-level practice may be setting or situation specific
- Suggested a clinical instructor's gut feeling may play a role in definition of entry-level competency due to difficulty quantifying less concrete expectations
- **James & Musselman, 2005-** Common issues identified with failing students: difficulties with problem solving, initiation, understanding the overall clinical picture, and applying and generalizing knowledge to address client's needs
- Passing students demonstrated: self-initiation, independence in thinking, and openness to feedback



# Literature Review



- **Gray, et al., 2012-** found only 8.5% of New Zealand and 17.1% of Australian recent OT graduates felt “well prepared” for entry level practice
- **Hodgetts et al., 2007-** revealed the majority of new grads perceived themselves as competent in clinical practice and intervention knowledge and skills after 6 months- 2 years




<https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1243&context=ojob>

10-1-2016

OT Practitioners' and OT Students'  
Perceptions of  
Entry-Level Competency for  
Occupational  
Therapy Practice






# What is Entry Level?

If OT Level II FW educators use the current FWPE/OTS to evaluate OT FW students, *it is essential that both groups review and understand the directions for the FWPE/OTS in advance of the FW experience*. It also important that OT students and OT FW educators clarify the rating criteria for the FWPE/OTS competency items, particularly when an item uses the word *consistent*.


The differences in responses between the OT practitioners and OT students highlight the need for both OT students and OT practitioners working with students to *clarify the importance of these competency items* and *discuss the minimum time frame expected for students to consistently demonstrate entry-level competency* as part of the ongoing supervision process.



<https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1146&context=ojot>

10-1-2015

Fieldwork Educators' Perspectives:  
Professional  
Behavior Attributes of Level II Fieldwork  
Students



Educators evaluate students on the following professional behaviors when using the FPE:

- collaborates with supervisor
- takes responsibility for professional competence
- responds constructively to feedback
- demonstrates consistent work behaviors
- demonstrates time management
- demonstrates positive interpersonal skills
- demonstrates respect for diversity (AOTA, 2002).



# AOTA Levels of Practice

- **Entry**-Less than 1 year
- **Intermediate**- 1-3 years
- **Advanced**- 3 or more years

- Adapted from American Occupational therapy Association. (1999). Guide for supervision of occupational therapy personnel in the delivery of occupational therapy services. American Journal of Occupational Therapy, 53 (6), 592-594



# AOTA Levels of Practice Defined

- **Entry Level Practitioner-** An OT or OTA who is beginning to develop the occupational therapy skill set during the first year of practice or the first year of practice in an area of occupational therapy practice that is new to the practitioner.
- **Intermediate Level Practitioner-** An OT or OTA who is increasing and beginning to master the occupational therapy skill set.
- **Advanced Practice Practitioner-** An OT or OTA who is improving the occupational therapy skills and incorporating specialized skills.

# Sample Critical Skills

PAM's

Splinting

Transfers

Complex patient care: Multiple lines, wound vacs, O2, vents

Documentation

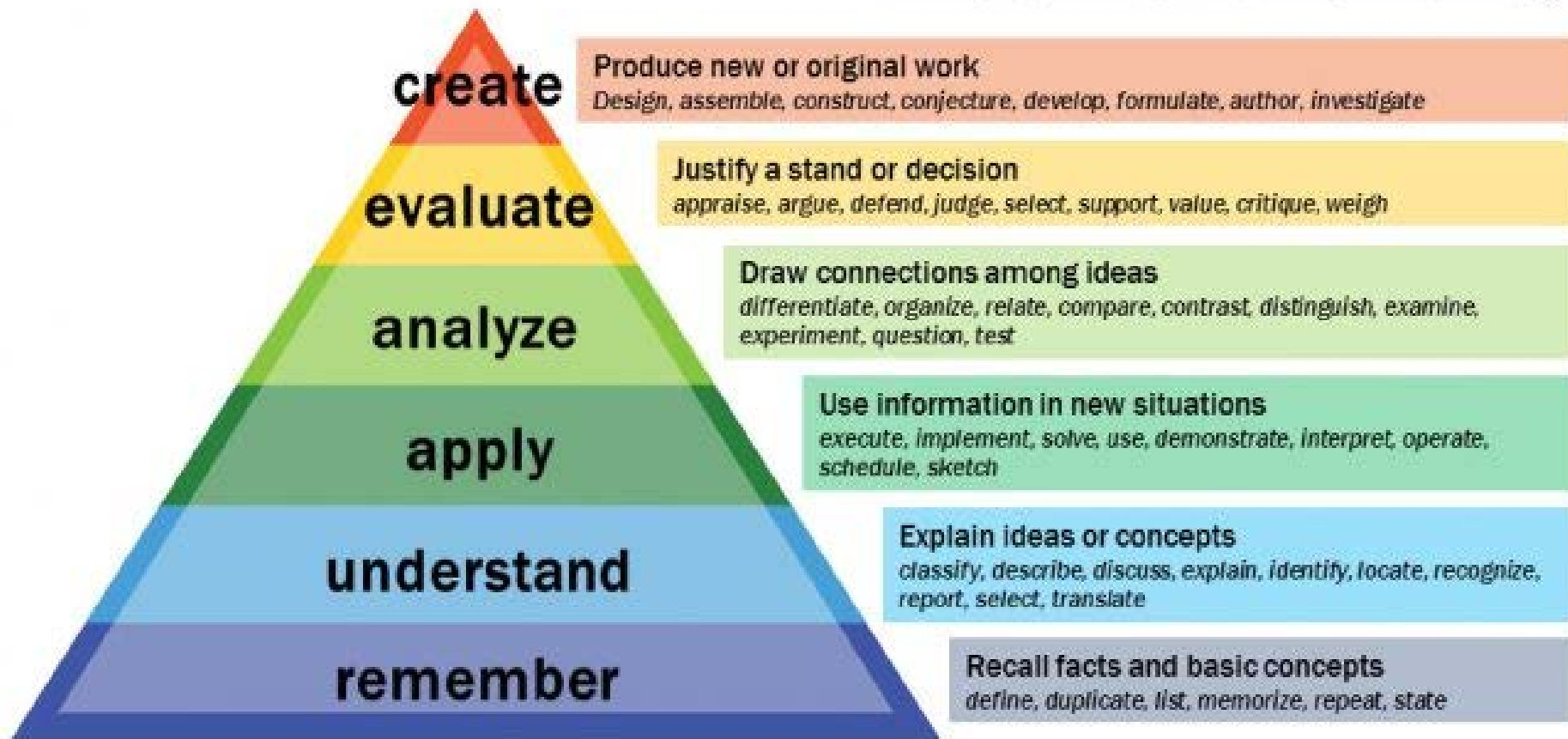
Terminology/Language of the setting

Communication: Aphasic patients, Combative TBI behaviors, Communication with Parents/Pediatric population

Safety

Assessments

# Bloom's Taxonomy



# ACOTE Standards- Current (2013)

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/Standards/2011-Standards-and-Interpretive-Guide.pdf>

Specifically B.5.15, B.5.16 on modalities

Discuss terms such as OTA "Recognizes" whereas OTR "Demonstrates"

Higher levels of proficiency or mastery may vary



# AOTA Video on New Graduates “Getting Real”

Let's see how some new grads really feel at their first job!

<https://www.youtube.com/watch?v=EDNr9xyEyn8>

# Reflection Activity

Take a few minutes to do some reflection of your own experiences

- 1) Recall your clinical fieldwork experiences and the anxiety related to it or the level of preparedness you felt
- 2) Recall your first job as a new grad
  - a) *Did you have a mentor?*
  - b) *Were there times that you felt inadequate?*
- 3) Or even early in your career (second job, or a move to a new concentration or specialty area within one of your first jobs)
  - a) *Did you feel like you had expertise in all areas of practice?*

# Application Activity

Breakout to complete Entry Level Skills by  
Practice Area:

- Brainstorm your personal opinion
- Group Discussion
- Recorder for Group Consensus to be turned in
- Consider "Critical Skills"



How do we get students to transition to Entry Level Practice in Fieldwork when we encounter challenging students?



# Application Activity

- Breakout to Generate Yellow Flag/Red Flag List by Specialty Practice Area
- Suggest Use of Weekly Review Form to address Yellow Flags (may resolve)
- Unresolved Red Flags may require a formal competency plan



# Sample Weekly Review Form



# Writing a Sample Competency Plan

aka "Correction Plan", "Learning Contract"

Key Components:

1. Expected target behavior
2. Resources
3. Timeline
4. Consequences

# Sample Competency Plans

Blank Samples

Completed Sample of a challenging Student Scenario  
and working with the AFWC



# Application Activity

Complete a competency plan

Case Scenario by Practice Area

# Resources

Accreditation Council for Occupational Therapy Education. (2012). *2011 Accreditation council for occupational therapy education (ACOTE) standards and interpretative guide: January 2012 interpretative guide version*. Retrieved from <https://sphhp.buffalo.edu/content/dam/sphhp/rehabilitation-science/acote-standards-2011.pdf>

American Occupational Therapy Association. (2003). *Understanding the OT and OTA fieldwork performance evaluations*. Retrieved from <http://www.aota.org/Education-Careers/Fieldwork/Supervisor/Inservice.aspx>

World Federation of Occupational Therapists. (2008). *Entry-level competencies for occupational therapists*. Retrieved from <http://www.wfot.org/ResourceCentre.aspx>

# Resources

Hodgetts, S., Hollis, V., Triska, O., Dennis, S., Madill, H., & Taylor, E. (2007). Occupational therapy students' and graduates' satisfaction with professional education and preparedness for practice. *Canadian Journal of Occupational Therapy*, 74(3), 148-160.

<http://dx.doi.org/10.1177/000841740707400303>

Gray, M., Clark, M., Penman, M., Smith, J., Bell, J., Thomas, Y., & Trevan-Hawke, J. (2012). New graduate occupational therapists feelings of preparedness for practice in Australia and Aotearoa/New Zealand. *Australian Occupational Therapy Journal*, 59(6), 445-455.

<http://dx.doi.org/10.1111/j.1440-1630.2012.01029.x>

James, K. L., & Musselman, L. (2005). Commonalities of Level II fieldwork failure. *Occupational Therapy in Health Care*, 19(4), 67-81.

[http://dx.doi.org/10.1080/J003v19n04\\_05](http://dx.doi.org/10.1080/J003v19n04_05)

Jette, D. U., Bertoni, A., Coots, R., Johnson, H., McLaughlin, C., & Weisbach, C. (2007). Clinical instructors' perceptions of behaviors that comprise entry-level clinical performance in physical therapist students: A qualitative study. *Physical Therapy*, 87(7), 833-843.

<http://dx.doi.org/10.2522/ptj.20070003>

**Blueprint For Entry Level Practice (Adapted for MOTEC FW Ed Day from AOTA FWPE for OTS)**

**Specialty Practice Area:** (Circle One) Skilled Nursing Facility, Pediatrics-OP, Pediatrics-Schools, Skilled Nursing Facility, Inpatient Rehab  
Acute Care, Adult/Neuro-OP, Hand Therapy-OP, Mental Health, Home Care

FWPE Item	Concepts	Science	Skills
<u>Fundamentals of Practice</u> <ol style="list-style-type: none"> <li>1. Adheres to ethics</li> <li>2. Adheres to safety regulations</li> <li>3. Uses judgment in safety</li> </ol>			
<u>Basic Tenets of OT</u> <ol style="list-style-type: none"> <li>1. Articulates values and beliefs</li> <li>2. Articulates value of occupation</li> <li>3. Communicates role of occupational therapist</li> <li>4. Collaborates with clients</li> </ol>			
<u>Evaluation and Screening</u> <ol style="list-style-type: none"> <li>1. Articulates clear rationale for evaluation</li> <li>2. Selects relevant methods</li> <li>3. Determines occupational profile</li> <li>4. Assesses client and contextual factors</li> <li>5. Obtains sufficient and necessary information</li> <li>6. Administers assessments</li> <li>7. Adjusts/modifies assessment procedures</li> <li>8. Interprets evaluation results</li> <li>9. Establishes accurate plan</li> <li>10. Documents results of evaluation</li> </ol>			

<u>Intervention</u> <ol style="list-style-type: none"> <li>1. Articulates clear rationale for intervention</li> <li>2. Utilizes evidence to make informed decisions</li> <li>3. Chooses occupations that motivate and challenge</li> <li>4. Selects relevant occupations</li> <li>5. Implements client-centered interventions</li> <li>6. Implements occupation-based interventions</li> <li>7. Modifies approach, occupation, and environment</li> <li>8. Updates, modifies, or terminates intervention plan</li> <li>9. Documents client's responses</li> </ol>			
<u>Management of OT Services</u> <ol style="list-style-type: none"> <li>1. Demonstrates ability to assign through practice or discussion</li> <li>2. Demonstrates ability to collaborate through practice or discussion</li> <li>3. Understands costs and funding</li> <li>4. Accomplishes organizational goals</li> <li>5. Produces work in expected time frame</li> </ol>			

<u>Communication</u> <ol style="list-style-type: none"> <li>1. Communicates verbally and nonverbally</li> <li>2. Produces clear documentation</li> <li>3. Written communication is legible</li> <li>4. Uses language appropriate to recipient</li> </ol>			
<u>Professional Behaviors</u> <ol style="list-style-type: none"> <li>1. Collaborates with supervisors</li> <li>2. Takes responsibility for professional competence</li> <li>3. Responds constructively to feedback</li> <li>4. Demonstrates consistent work behaviors</li> <li>5. Demonstrates time management</li> <li>6. Demonstrates positive interpersonal skills</li> <li>7. Demonstrates respect for diversity</li> </ol>			

\*Please note the FWPE for the OTAS has 25 items vs. OTS has 42 items as listed above

MOTEC Fieldwork Educator Day 2018

Pathways to Success

Identifying Solutions for Challenging Students

Practice Area: \_\_\_\_\_

Yellow Flags	Red Flags



Mott Community College  
Occupational Therapy Assistant Program

STUDENT/SUPERVISOR WEEKLY REVIEW

Week#:\_\_\_\_\_ Date: \_\_\_\_\_ Fieldwork Site: \_\_\_\_\_

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

FW Supervisor Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**STRENGTHS:**

**GROWTH AREAS:**

**GOALS FOR NEXT WEEK:**

**MEETINGS, ASSIGNMENTS DUE, ETC.:**

**Charles Stewart Mott Community College**  
SOUTHERN LAKES BRANCH CAMPUS  
2100 W. Thompson Road • Fenton, MI 48430 • (810) 762-5000  
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



### Sample Learning Contract

**Facility Name:** \_\_\_\_\_

**OT/OTA Program Name:** \_\_\_\_\_

**FW Educator Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Level I:** \_\_\_\_\_ **First Level II:** \_\_\_\_\_ **Second Level II:** \_\_\_\_\_

Date	Area of Concern	Method of Evaluation	Student Resources	Process/Strategies	Target Date For Completion	Student/ FW Ed Initials

Adapted from AOTA FW Educator Certificate Program

Thomas Jefferson University  
Student Learning Contract Template

Student name: \_\_\_\_\_ FW Site: \_\_\_\_\_ Date: \_\_\_\_\_  
In attendance: \_\_\_\_\_

Areas in which the student is doing well: \_\_\_\_\_

Areas in which problems have been identified (relate these to site specific learning objectives): \_\_\_\_\_

1. Student behavior: \_\_\_\_\_
  - a. Why is this behavior a problem (impact on patients, supervisor, facility, student learning)? \_\_\_\_\_
  - b. Goal (what we want the new behavior to look like): \_\_\_\_\_
  - c. How will the goal be measured? \_\_\_\_\_
  - d. Identify strategies to achieve the goal:
    - i. what will student do? \_\_\_\_\_
    - ii. what will supervisor do? \_\_\_\_\_
2. Student behavior: \_\_\_\_\_
  - a. Why is this behavior a problem (impact on patients, supervisor, facility, student learning)? \_\_\_\_\_
  - b. Goal (what we want the new behavior to look like): \_\_\_\_\_
  - c. How will the goal be measured? \_\_\_\_\_
  - d. Identify strategies to achieve the goal:
    - i. what will student do? \_\_\_\_\_
    - ii. what will supervisor do? \_\_\_\_\_
3. Student behavior: \_\_\_\_\_
  - a. Why is this behavior a problem (impact on patients, supervisor, facility, student learning)? \_\_\_\_\_
  - b. Goal (what we want the new behavior to look like): \_\_\_\_\_
  - c. How will the goal be measured? \_\_\_\_\_
  - d. Identify strategies to achieve the goal:
    - i. what will student do? \_\_\_\_\_
    - ii. what will supervisor do? \_\_\_\_\_
4. Student behavior: \_\_\_\_\_
  - a. Why is this behavior a problem (impact on patients, supervisor, facility, student learning)? \_\_\_\_\_
  - b. Goal (what we want the new behavior to look like): \_\_\_\_\_
  - c. How will the goal be measured? \_\_\_\_\_
  - d. Identify strategies to achieve the goal:
    - i. what will student do? \_\_\_\_\_
    - ii. what will supervisor do? \_\_\_\_\_

Failure to achieve these goals by \_\_\_\_ (date) \_\_\_\_ may result in failure of the fieldwork experience.

Signatures and dates:



## Learning Contract

The attached detailed clinical objectives reflect the results of a discussion with \_\_\_\_\_,

Center Coordinator of Clinical Education and \_\_\_\_\_,

Clinical Instructor for Henry Ford Health System, in which we clarified expectations of my behavior or performance, in areas that were identified as problems \_\_\_\_\_ (date).

The purpose of defining specific performance statements is to clarify the expectations of my performance during the remainder of my clinical experience at \_\_\_\_\_.

I understand that I must incorporate these suggestions into my daily activities at \_\_\_\_\_. Failure to successfully meet these objectives by \_\_\_\_\_ will result in \_\_\_\_\_.  
(consequences: failure of the clinical experience, early termination of the experience, etc).

I understand that emphasis on these objectives should in no way be construed to mean that the remainder of the goals and objectives for this experience are less important, or that successful completion of the remaining goals is not required for successful completion of this experience.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CI's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CCCE's Signature

\_\_\_\_\_  
Date

**MOTEC FW Ed Day 2018- Challenging Students Sample Competency Plan**

<b>Level I:</b>	<b>First Level II:</b>	<b>Second Level II:</b>	<b>Practice Area</b>			
<b>Date</b>	<b>Area of Concern</b> Why is this behavior a problem (impact on patients, supervisor, facility, student learning)?	<b>Method of Evaluation</b> What we want the new behavior to look like and how we will assess for competency	<b>Student Resources</b> Academic course work, specialty readings, articles, journals, videos	<b>Process/Strategies</b> What will student do? What will supervisor do?	<b>Target Date For Completion</b> Realistic time frames	<b>Student FW Ed Initials</b>

**Adapted from AOTA FW Educator Certificate Program**

**MOTEC- FW Ed Days 2018**  
**Competency Plan for dealing with Challenging Students**

**OT Student Scenarios**

Student was in their first level II fieldwork in a (setting) \_\_\_\_\_  
Fieldwork educator (FWE) contacted AFWC to inform of several areas of performance concerns.

By the end of midterm of the placement the supervisor began seeing “red flag” behaviors. These included:

1. Student displays difficulty with time management despite fieldwork educator adjusting the schedule to better support her learning
2. Student displays difficulty with active listening during the supervisory process and failed to ask questions even when prompted. Student demonstrates limited to no carryover of verbal feedback.
3. Student continues to struggle with clinical reasoning skills and looks to fieldwork educator and other staff members for guidance. Student becoming more dependent on staff rather than more independent.
4. Client plans and preparation for treatment were not as thorough as those completed in prior weeks, in other words not progressing as would be expected.
5. Student has not displayed appropriate initiative to seek out evidence based practice interventions for her patients, thus arriving unprepared for treatment.
6. Documentation skills remain substandard, requiring 25-50% correction.
7. Safety concerns are beginning as the student missed small details in the environment.

Fieldwork supervisor contacted the Academic Fieldwork Coordinator and it was decided that a learning contract should be put into place. Work in your specialty practice area small groups to come up with a sample correction plan for this student. \*\*Pick 3-4 topic areas to work on.