Fieldwork Performance Evaluation Scores - Determining Competency as a Generalist Upon Graduation

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Introduction
- FWPE developed in accordance with Occupational Therapy Practice Framework: Domain and Process (AOTA, 2002) with focus on: evaluation, intervention plan, and targeting outcomes
- FWPE based on AOTA’s 8 standards of practice
- Because there is limited research specifically on the FWPE, its reliability and validity are considered when attempting accurate measures of student competency in all settings

Purpose
- Understand how to use the FWPE to inform entry-level master’s program
- Understand how to utilize FWPE scores to verify that an entry-level master’s program is graduating generalists
- Understand trends in student performance on Level II fieldwork placements across setting, population, and category

Hypothesis
Using the Fieldwork Performance Evaluation form (FWPE), we will be able to determine entry-level proficiency upon completion of Level II fieldwork placements independent of setting, population, or category of the given fieldwork placement.

Methods
- 97 de-identified Tufts graduate students from Fall 2008 to Summer 2011 who completed their required entry-level Master’s coursework
- Scores for each FWPE sub-section were reported by supervisors at the mid-term and final of each Level II placement

Results
Statistical analysis of variance (ANOVA) of the mean scores of each FWPE sub-category in relation to category, setting, and population of fieldwork placement
- 4 (setting) x 7 (subscale) ANOVA, not significant for first or second placement, p > .05
- 6 (category) x 7 (subscale) ANOVA, not significant for first or second placement, p > .05
- 2 (population) x 7 (subscale) ANOVA, not significant for first placement, p > .05
- 2 (population) x 7 (subscale) ANOVA, significant for second placement, F(1, 95) = 4.27, p = .04

Conclusion
- First fieldwork placement data: 81 adult sites and only 16 pediatric sites
- Second fieldwork placement data: 49 adult sites and 48 pediatric sites
- Greater number of adult sites in first placement may explain why students scored significantly higher in adult sites in second placement (more experience)
- Based on similarity of FWPE scores across settings, categories, and populations, Tufts’ curriculum appears to be graduating generalist OTs upon completion of the entry-level Master’s program
- FWPE could be used at other universities to inform curriculum by assessing potential areas of weakness in Level II fieldwork scores.

References

Limitations
- Sample size drawn only from Tufts students
- Analysis focused on seven subscales rather than looking at each of the 42 questions of the FWPE
- Unequal sample sizes across the different settings, populations, and categories (i.e. only one score across all data set for Research)

Future Research
- Explore whether these results hold true across a variety of entry-level Master’s programs
- Consider differences in student and supervisor background (i.e. experience, age, etc.) and the potential implications on FWPE scores
- Explore the validity of the FWPE in evaluating student level II fieldwork performance