

M.S. Occupational Therapy
PLO Data - AY: 2024-25

Learning Outcome #1:

Use critical reasoning to provide evidence-based occupational therapy services across the lifespan, in a variety of service delivery models, health care settings, and community-based systems.

Outcome Measure:

Goal # 1: Students will pass all Level I Fieldwork (FW) experiences.

Goal # 2: Students will pass all Level II Fieldwork experiences

Criteria for Success:

Goal # 1 Criteria: 90% of students will pass 3/3 Level I Fieldwork experiences as measured by the MSOT Level I FW evaluation form.

Goal # 2 Criteria: 90% of students will pass 2/2 Level II Fieldwork experiences as measured by the Fieldwork Performance Evaluation Report.

Longitudinal Data:

Fieldwork Experience	% Passing AY -24-25	% Passing AY 25-26	% Passing AY 26-27	% Passing AY 27-28	% Passing AY 28-29	% Passing AY 29-30
Level I FW-A	100% (n=17) Summer '24					
Level I FW-B	100% (n=17) Fall '25					
Level I FW-C	100% (n=17) Spring '25					
Level II FW-A	N/A (August '25 first results)					

Level II FW-B	N/A (December '25 first results)					
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Conclusions Drawn from Data:

All students met the criteria for success in this PLO as demonstrated by their effective use of critical thinking to provide occupational therapy services in various settings.

Changes to be Made Based on Data:

None currently.

Rubric Used:**Goal # 1: Level I Fieldwork Evaluation**

COLLEGE OF
HEALTH SCIENCES

**PLNU MS OT PROGRAM
LEVEL I FIELDWORK STUDENT EVALUATION**

Student name: _____ **Date:** _____

Supervisor name (print): _____ **Supervisor's Credentials:** _____

Supervisor's license #: _____ **Supervisor's years of clinical experience:** _____

Site name: _____ **Practice Setting:** _____

Indicate the student's level of performance using the scale below:

4 = Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
3 = Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
2 = Below Standards	Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.
1 = Well Below Standards	Performance is weak in most required tasks and activities. Work is frequently unacceptable.

	Exceeds	Meets	Below	Well Below
1. Time management skills Consider ability to be prompt, arrive on time, complete assignments on time. Comments:	4	3	2	1
2. Organization Consider ability to set priorities, be dependable, be organized, follow through with responsibilities. Comments:	4	3	2	1
3. Engagement in the fieldwork experience Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes. Comments:	4	3	2	1

4. Self-Directed Learning Consider ability to take responsibility for own learning; demonstrate motivation. Comments:	4	3	2	1
5. Reasoning/Problem Solving Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process. Comments:	4	3	2	1

Level I FWES June 2024



	Exceeds	Meets	Below	Well Below
6. Written Communication Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills. Comments:	4	3	2	1
7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments:	4	3	2	1
8. Observation skills Consider ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations. Comments:	4	3	2	1

Comments:				
9. Participation in the Supervisory Process Consider ability to give, receive and respond to feedback; seek guidance when necessary; follows proper channels. Comments:	4	3	2	1
10. Verbal communication and Interpersonal skills with patients / clients / staff / caregivers Consider ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence.	4	3	2	1
11. Professional and Personal Boundaries Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work w/others cooperatively, considerately, effectively; responsiveness to social cues. Comments:	4	3	2	1
12. Use of professional terminology Consider ability to respect confidentiality; appropriately apply professional terminology (such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc) in written and oral communication. Comments:	4	3	2	1

Final score: _____ [] Pass [] Fail (requires remediation)

Requirements for passing:

- No more than one item below a "2", OR
- No more than two items below a "3".

Student signature _____

Supervisor signature _____

Creds _____

Goal # 2: Level II Fieldwork Performance Evaluation Tool (see next page)

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

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- # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
 - Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

Learning Outcome # 2:

Develop and utilize a therapeutic use of self with clients, which supports client's engagement in occupational therapy and achievement of the clients' goals.

Outcome Measure:

Ratings of students' interpersonal and communication skills in all Level I Fieldwork experiences.

Criteria for Success:

90% of students will demonstrate appropriate professional behavior (interpersonal and communication skills) at a "meet" or "exceeds expectations" on three Level I fieldwork (FW) experiences.

Longitudinal Data:

Fieldwork Experience	Interpersonal & Communication Skills; Date	Interpersonal & Communication Skills; Date	Interpersonal & Communication Skills; Date	Interpersonal & Communication Skills; Date	Interpersonal & Communication Skills; Date
Level I FW-A	Unavailable				
Level I FW-B	3.65/4.0 Fall 2024 (n=17)				
Level I FW-C	3.65/4.0 Spring 2025 (n=17)				

Conclusions Drawn from Data:

All students are demonstrating effective interpersonal and communication skills during Level I Fieldwork experiences at a meet or exceeds standards level.

Changes to be Made Based on Data:

No changes to be made currently.

Rubric Used:

Level I Fieldwork Evaluation of Students Rubric:



**PLNU MS OT PROGRAM
LEVEL I FIELDWORK STUDENT EVALUATION**

Student name: _____ **Date:** _____

Supervisor name (print): _____ **Supervisor's Credentials:** _____

Supervisor's license #: _____ **Supervisor's years of clinical experience:** _____

Site name: _____ **Practice Setting:** _____

Indicate the student's level of performance using the scale below:

4 = Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
3 = Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
2 = Below Standards	Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.
1 = Well Below Standards	Performance is weak in most required tasks and activities. Work is frequently unacceptable.

10. Verbal communication and Interpersonal skills with patients / clients / staff / caregivers Consider ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence.	4	3	2	1
11. Professional and Personal Boundaries				

Learning Outcome # 3:

Provide services within a client-centered and occupation-based framework, with consideration of contextual factors, which influence a person, groups' and/or populations' ability to engage in meaningful occupational tasks and roles.

Outcome Measure:

Students' self-rating of their awareness of contextual factors for underserved populations will increase from new student orientation to their rating in OCC 6025, Community Practice Seminar, in year two of the Program.

Criteria for Success:

85% of students will report an improvement in their understanding of contextual factors which influence engagement in occupations for clients in an underserved community setting.

Longitudinal Data: No data available to date as this is a new criterion.

Initial Rating- New Student Orientation; Date	Rating at the end of Community Practice Seminar; Date	Initial Rating- New Student Orientation; Date	Rating at the end of Community Practice Seminar; Date	Initial Rating- New Student Orientation; Date	Rating at the end of Community Practice Seminar; Date

Conclusions Drawn from Data: None to date due to being a new criterion

Changes to be Made Based on Data: N/A

Rubric Used:

Qualtrics survey to be developed.

Learning Outcome # 4:

Demonstrate compliance with legal, ethical, and professional standards when interacting with clients, service providers, and/or systems.

Outcome Measure:

Students will adhere to the American Occupational Therapy Association's (AOTA) Code of Ethics and all federal, state, and facility regulations during both their Level II Fieldwork (FW) experiences.

Criteria for Success:

90% of students will be rated at a meet or exceeds standards in the criteria title "assessing adherence to AOTA's Code of ethics, and federal, state, and facility regulations" in the Fieldwork Performance Evaluation by their Fieldwork Educators during Level II FW-A and Level II FW-B experiences.

Longitudinal Data:

	Level II FW-A; Summer 2025	Level II FW-B; Fall 2025	Level II FW-A; Summer 2026	Level II FW-B; Fall 2026
Ethics & Adherence to Regulations	Unavailable as students are currently in this experience	Unavailable	Unavailable	Unavailable

Conclusions Drawn from Data:

No data available yet for students for Level II Fieldwork due to students currently participating in their first, Level II FW.

Changes to be Made Based on Data:

None to date

Rubric Used:

Level II AOTA Fieldwork Performance Evaluation Form

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

Rating scale definitions

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Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research

Learning Outcome # 5:

Exhibit the ability to document, manage, and evaluate outcomes of services provided.

Outcome Measure:

Goal # 1: In OCC 60232, Level II Fieldwork-A, and OCC 6033, Level II Fieldwork-B, students will clearly and accurately synthesize client assessment data in client documentation.

Goal # 2: In OCC 60232, Level II Fieldwork-A, and OCC 6033, Level II Fieldwork-B, students will document clients' response to occupational therapy intervention in an effective manner.

Criteria for Success:

Goal # 1: 80% of students will be rated at a meet or exceeds level (3/4 or +) by their fieldwork educator on the Fieldwork Performance Evaluation Form for the criterion "synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance" in Level II Fieldwork A and B courses.

Goal # 2: 80% of students will be rated at a meet or exceeds standards (3/4 or +) on their final Fieldwork Performance Evaluation by their OT Fieldwork Educator on the criterion "documents the client's response to services in a manner that demonstrates the effectiveness of interventions" in Level II Fieldwork A and B courses.

Longitudinal Data:

Goal	Level II FW-A; Date	Level II FW-B; Date	Level II FW-A; Date	Level II FW-B; Date
Synthesizing evaluation information	Unavailable due to students being on their 1 st Level II FW experience			
Documenting clients' response to OT	Unavailable due to students being on their 1 st Level II FW experience			

Conclusions Drawn from Data: None to date due to students being on their first Level II Fieldwork currently.

Changes to be Made Based on Data: None to date due to the timing of this report.

Rubric Used: AOTA Level II Fieldwork Performance Evaluation Form

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

- 4- Exemplary performance
- 3- Proficient performance
- 2- Emerging performance
- 1- Unsatisfactory performance

Rating scale definitions

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Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

Learning Outcome # 6:

Develop clinical programs, which meet a need for underserved people, groups, and/or populations in the community.

Outcome Measure: In OCC 6025, Community Practice Seminar, students will develop an occupational therapy clinical program for a community site without OT services.

Criteria for Success:

100% of students will develop a beneficial clinical program for a community site that meets the needs of clients at that site, considering contextual factors, as measured by an average cohort grade on their final project in OCC 6025 of at least an 85% or greater.

Longitudinal Data:

Date	December 2024	December 2025	August 2026	August 2027	August 2028
% of Students with a Grade of 85% on Final Project	Average grade for all students' final project=94% (n=17)				

Conclusions Drawn from Data:

Students are identifying a clinical need at sites by taking into consideration the sites and clients' contextual needs. Students' demonstration of knowledge is assessed by their grade in their final project in OCC 6025, Community Practice Seminar course.

Changes to be Made Based on Data:

None currently.

Rubric Used: OCC 6025 Community Practice Seminar Final Project Grading Rubric (see next page)

OCC6025 Proposal Development for Community Site Improvement					
Criteria	Ratings				Pts
Clarity and Relevance	10 pts Highly Developed Proposal is highly relevant, clearly addresses identified needs, and is well-articulated.	8 pts Developed Proposal is relevant and mostly clear, addresses most needs.	6 pts Emerging Proposal is somewhat relevant but lacks clarity in addressing some needs.	4 pts Novice Proposal is unclear or only partially relevant, with several gaps in addressing needs.	10 pts
Feasibility	10 pts Highly Developed Implementation plan is highly realistic, detailed, and well-structured. Potential challenges are thoroughly addressed.	8 pts Developed Implementation plan is realistic and mostly detailed; challenges are addressed.	6 pts Emerging Implementation plan is somewhat realistic; some details or challenges are missing.	4 pts Novice Implementation plan lacks realism or detail; several potential challenges are not addressed.	10 pts
Impact	10 pts Highly Developed Proposal clearly outlines a significant and measurable impact on the community site.	8 pts Developed Proposal outlines a clear impact, with some measurable outcomes.	6 pts Emerging Proposal outlines some impact, but it is not fully clear or measurable.	4 pts Novice Proposal outlines minimal impact or lacks clear measurement of outcomes.	10 pts

Professsionalism	10 pts Highly Developed Proposal is exceptionally well-organized, well-written, and free from errors.	8 pts Developed Proposal is well-organized and written with minimal errors.	6 pts Emerging Proposal is organized and written with some errors that do not impede understanding.	4 pts Novice Proposal is poorly organized or written with frequent errors that affect clarity.	10 pts
Implementation Plan	10 pts Highly Developed Detailed and comprehensive plan including timelines, resources, and personnel.	8 pts Developed Plan is detailed with most necessary components included.	6 pts Emerging Plan is basic and lacks some details or components.	4 pts Novice Plan is incomplete or lacks significant detail.	10 pts
Evaluation Plan	10 pts Highly Developed Evaluation methods are highly specific, clear, and appropriate for measuring success.	8 pts Developed Evaluation methods are mostly clear and appropriate, with minor details missing.	6 pts Emerging Evaluation methods are somewhat clear but lack specificity or appropriateness.	4 pts Novice Evaluation methods are unclear or inappropriate for measuring success.	10 pts
Budget Estimate	10 pts Highly Developed Budget is detailed, accurate, and well-organized with clear breakdown of expenses.	8 pts Developed Budget is mostly detailed and organized with minor inaccuracies.	6 pts Emerging Budget is basic and lacks some detail or organization.	4 pts Novice Budget is incomplete or poorly organized with significant inaccuracies.	10 pts
Total Points: 70					

Learning Outcome # 7:

Embrace diversity, equity, and inclusion in clinical practice through the delivery of high-quality, accessible, and culturally responsive care within a technological and global environment.

Outcome Measure:

In OCC 6032, Level II Fieldwork-A, and OCC 6033, Level II Fieldwork-B, students will demonstrate an ability to look at contextual factors which influence occupations as noted in documentation and treatment plans.

Criteria for Success:

85% of all students will be rated at a meet or exceeds standards (3/4 or +) on the criterion found in the Level II Fieldwork Evaluation Form which says, "evaluates and analyzes client factors and contexts that support or hinder occupational performance".

Longitudinal Data:

Not available to date due to students being on their first Level II Fieldwork experience.

Conclusions Drawn from Data:

None currently.

Changes to be Made Based on Data:

None currently.

Rubric Used:

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

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Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

Learning Outcome # 8:

Advance awareness and ability to work collaboratively with interdisciplinary team members to enhance the provision of client-centered, quality occupational therapy services.

Outcome Measure:

In OCC 6017, Interprofessional Seminar, students' scores on an interdisciplinary survey will increase from the start of this course to the end of this course.

Criteria for Success:

Students' scores on selected IPEC survey questions from the initial assessment to the final assessment by 10% at an agree or strongly agree level

- Question # 1: I am able to engage other health professionals in shared problem-solving appropriate to the specific care situation.
- Question # 2: I am able to understand the responsibilities and expertise of other health professions.

Longitudinal Data:

Questions	Initial Response, Summer 2024	Follow-Up Response, Summer, 2024	Initial Response, Summer 2025	Follow-Up Response, Summer 2025	Initial Response, Summer 2026	Follow-Up Response, Summer 2026
IPEC-1 st question	71%	97%	81%			
IPEC-2 nd question	87%	98%	82%			

Conclusions Drawn from Data:

Students demonstrate increased ability to engage with other disciplines in problem solving following an in-person seminar to discuss client cases. Students have an improved understanding of the roles of other disciplines at the completion of this IPE seminar.

Changes to be Made Based on Data:

None at this time.

Rubric Used:**IPEC Competency Self-Assessment:****Question # 1:**

I am able to engage other health professionals in shared problem-solving appropriate to the specific care situation.

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

Question # 2:

I am able to understand the responsibilities and expertise of other health professions.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree