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Evaluación de Competencias del Grado Bachiller en Terapia Ocupacional, Universidad Mayor.

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The School of Occupational Therapy, at Universidad Mayor, in the context of the new teaching strategy, the Curriculum Mayor started in 2005, has implemented a process of competency assessment of the Bachelor Degree in Occupational Therapy. The objective of this systematic process is give a review of the stages and outcomes of this process.

Participated in this process, Academicians, clinical teachers, counselors from the University authorities and students who had completed their second year.

The first phase was to identify a key competence for the Degree of Bachelor of Occupational Therapy, define conceptual learning, procedural and attitudinal taxed to the achievement of competence. The second phase was the design of an evaluative situation. In third phase, there is the assessment procedure and form committees to assess. In fourth stage is added to the students and discussed with them the assessment instrument. In fifth stage is the first group of students and then reported personally carrying obtained. In sixth stage is a remedial process to students who obtained a lower performance level of the minimum required to certify competence.

At the end, there were evaluated a total of 22 students, of them, 36% achieved an outstanding performance, 41% effective and 23% must improve the performance.

The assessment process undertaken by students, evaluation committee and observers, was positive and the students greatly appreciated the opportunity of learning that is the subject of this evaluation system. There are some recommendations that are due rather to improve logistical aspects.

For the success of the process, significant input from those involved in training and level of involvement of students when they are considered active participants in the process.

It contributes to the systematic training in Occupational Therapy, as valid and valued the active participation of the people involved in the learning process, bringing into play their skills and creating opportunities for improvement, which can transform educational practice and future professional practice.