

## **Site Specific Objectives Level II Fieldwork**

During the level II fieldwork experience students, under the supervision and mentorship of the fieldwork educator, will gain the knowledge and skill required for entry-level competence in the profession of occupational therapy. It is expected that students will gradually assume increased responsibility for the delivery of occupational therapy services at their assigned site.

Learning objectives are used by the student and the fieldwork educator to guide the learning and the supervision throughout the fieldwork experience, as well as to guide the midterm and final evaluation process. Site specific objectives are required to accurately measure entry-level competence in a particular practice setting (Costa, 2015).

The following are the general areas of focus for level II objectives which are derived from the areas of practice identified in the AOTA Fieldwork Performance Evaluation. There are 42 evaluation items listed in the AOTA Fieldwork Performance Evaluation. The examples provided are general examples of how each performance item might be demonstrated at a site. Space is left in each section for you to include areas of measure specific to your site.

### **Fundamentals of Practice**

1. Ethics: Adheres consistently to the AOTA Code of Ethics and site's policies and procedures including, when relevant, those related to human subject research.
  - Follows site specific policies
  - Demonstrates work behaviors that are reflective of professional and ethical behavior
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2. Safety Regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
  - Demonstrates knowledge of precautions and contra-indications related to patient care
  - Demonstrates awareness of universal precautions and proper use of PPE as needed
  - Demonstrates awareness of site specific safety regulations (fire evacuation, incident reporting...)
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3. Judgement in safety: Uses sound judgement in regard to safety and others during all fieldwork related activities.
  - Identifies and predicts potential safety risks after reading medical chart or educational report
  - Able to consistently assess the environment and situation for potential risks and seeks assistance when needed
  - Demonstrates safe performance during all treatment endeavors
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### **Basic Tenants**

4. Clearly and confidently articulates values and beliefs of OT profession to clients, families, significant others, colleagues, service providers and the public.
  - Demonstrates the ability to communicate what occupational therapy is in different contexts, in both verbal and written communication
  - Demonstrates with ease the purpose of his/her presence with the client
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5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers and the public.
  - Clearly communicates the importance of incorporating meaningful, purposeful activities and occupations into the client's intervention plan
  - Able to explain the client's daily occupations within the context of the clinical setting and the use of client-centered activities
  - Able to explain the use of the occupational profile within the context of client's intervention plan
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6. Clearly, confidently and accurately identifies the respective roles of the occupational therapists and occupational therapy assistant in the clinical setting to clients, families, significant others, colleagues, service providers and the public.\*
  - Utilizes AOTA Roles Documents to analyze respective responsibilities of COTA/OTR
  - Verbalizes the OTR/OTA similarities/differences in job responsibilities in current or similar settings
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*\* Although the site may not employ COTAs, the student should nonetheless be able to identify and articulate how an OTA might be utilized and what duties could be assigned within the practice setting.*
7. Collaborates with client, family, and staff on goals, interventions, and occupation-based treatment activities.
  - Establishes and communicates goals appropriately to client's level of understanding
  - Initiates communication and collaboration with other members of team
  - Contributes to discussions at care team conferences, multidisciplinary staffing, in-services, staff and pertinent meetings
  - Clearly, concisely and independently summarizes and reports OT information and ideas in all pertinent staff and client/family meetings
  - Develops and explains home program to client, significant others, and staff
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### **Evaluation and Screening**

8. Articulates a clear and logical rationale for evaluation process.
  - Provides client with appropriate explanation of purpose and scope of the evaluation process
  - Demonstrates the ability to explain to supervisor the clinical reasoning involved in the evaluation process
  - Identifies enablers and barriers that inhibit client performance
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9. Selects relevant screening and assessment methods while considering such factors as clients' priorities, context factors, theories and evidenced based practice.
  - Articulates the rationale for each screen or assessment selected prior to administering the necessary tool
  - Incorporates resources from test manuals and research articles that justify appropriateness of said tool
  - Critiques assessment tools to identify their appropriateness for use with designated clients
  - Identifies and adheres to precautions applicable to client
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10. Determines client's occupational profile and performance through appropriate assessment methods.
  - Communicates effectively with client, gathers and organizes information for use in assessment process
  - Demonstrates adequate observation skills to build occupational profile
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11. Assesses client factors and contexts that support or hinder occupational performance.
  - Able to determine the values, beliefs, spirituality, body functions and structures that influence performance
  - Considers context in the areas of physical, social, cultural, and virtual environments
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12. Obtains sufficient and necessary information from relevant resources such as client factors, families, significant others, service providers, and records prior to and during the evaluation process.
  - Demonstrates ability to gather information from appropriate resources by utilizing patient record, other professionals and the patient and family
  - Demonstrates knowledge of assessments to be performed for specific patients
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13. Administers assessments in a uniform manner to ensure findings are valid and reliable.
  - Administers standardized tools according to manual description
  - Demonstrates competency in administering the following assessments (these are site-specific and should be added here):
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14. Adjusts/modifies the assessment procedure based on the client's needs, behaviors and culture.
  - Able to adjust/adapt methods based on client's response
  - Demonstrates cultural awareness in relation to specific clients' needs during assessment process
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15. Interprets evaluation results to determine client's occupational performance strengths and challenges.
  - Analyzes and selects pertinent data from one or more assessments in order to identify strengths and weaknesses
  - Interprets data according to standardized method
  - Articulates the significance of data and accurately reports evaluation
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16. Establishes an accurate and appropriate plan based in the evaluation results, through integrating multiple factors such as client's priorities, contexts, theories, and evidence based practice.
  - Defines and sets priorities for realistic goals and objectives which are based on synthesis of relevant assessment data
  - Priorities reflect an understanding of the impact deficit areas have on occupational performance
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17. Documents the results of the evaluation process that demonstrates objective measures of client's occupational performance.
  - Documentation is concise and accurate and correlates with results of evaluation process
  - Documentation is recorded within the time frames of the clinical site
  - Documentation contains all relevant OT performance areas
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### **Intervention**

18. Articulates a clear and logical rationale for the intervention process.
  - Demonstrates ability to articulate clinical reasoning regarding selection and use of treatment interventions
  - Demonstrates an understanding of graded activity and the rationale for altered sequencing
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19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.
  - Accesses and incorporates evidence based resources into treatment sessions
  - Reads, interprets, and applies scholarly information to justify selected intervention
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20. Chooses occupations that motivate and challenge clients.

- Demonstrates the ability to use occupation-based practice
- Selects and modifies activities which are meaningful and appropriately challenging to client
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- 21. Selects relevant occupations to facilitate clients meeting established goals.
  - Incorporates meaningful and client-centered activity into intervention
  - Demonstrated awareness of just right challenge for individual clients
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- 22. Implements intervention plans that are client-centered.
  - Demonstrates ability to match client goals with appropriate intervention
  - Recognizes and incorporates clients individual needs
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- 23. Implements intervention plans that are occupation-based.
  - Demonstrates ability to incorporate preparatory activity with occupation based activity
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- 24. Modifies task approach, occupations and the environment to maximize client performance.
  - Changes the physical or social environment according to the client's needs
  - Grades activities to meet the current needs of the client
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- 25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.
  - Recognizes clients level of fatigue and frustration
  - Adjusts activity and goals to advance client performance
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- 26. Documents client response to services in a manner that demonstrate efficacy of interventions.
  - Uses appropriate and approved abbreviations
  - Documentation matches goals
  - Documents efficiently (relevant vs extraneous information)
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### **Management of Occupational Therapy Services**

- 27. Demonstrate through practice or discussion the ability to assign responsibilities to the occupational therapy assistance and occupational therapy aide.\*
  - Utilizes AOTA official documents regarding Standards of Practice, Roles, Supervision and Documentation to identify and analyze the respective tasks and responsibilities of the occupational therapist and occupational therapy assistant in the clinical setting as applied to current caseload
  - Identifies state practice requirements for performance and supervision of OT personnel
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- 28. Demonstrate through practice or discussion the ability to actively collaborate with the occupational therapy assistant.\*
  - Identifies appropriate supervision parameters based on skills of therapist, complexity of client needs and needs and requirements of setting
  - Identifies appropriate documentation of supervision process including frequency, method of supervision and content

*\* Although the site may not employ COTAs, the student should nonetheless be able to hypothetically identify and articulate how an OTA might be utilized and what duties could be assigned within the practice setting.*
- 29. Demonstrates understanding of the cost and funding related to occupational therapy services at this site.
  - Identifies sources for funding of OT services (e.g. grants, insurance payers, private pay, pro bono services, community programs etc.)
  - Demonstrate understanding of reimbursement system (e.g. Fee for service, Prospective Payment System, etc.)

- Identify reimbursement sources and their eligibility and reimbursement requirements. (e.g. private pay, state/federal insurance, 3rd party insurance)
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- 30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
  - Able to articulate the sites mission and vision
  - Demonstrates time management skills allowing completion of all required tasks during a day
  - Demonstrates flexibility in daily schedule to accommodate for adjusted priorities
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- 31. Produces the volume of work required in the expected time frame.
  - Completes all assignments within expected time frame appropriate for setting and experience at site
  - Consistently progresses with caseload responsibilities
  - Submits required work in a timely fashion
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- 32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers and the public.
  - Communicates treatment plan and rationale to other providers
  - Uses accurate language to communicate assessment results and treatment plan/progress
  - Demonstrates effective receptive skills during interactions with client
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- 33. Produces clear and accurate documentation according to site requirements.
  - Maintains documentation as required including progress notes, treatment planning, supervision logs, consultation, home programs, billing forms, evaluations, or other documents required by facility
  - Uses professional terminology as appropriate
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- 34. All written communication is legible, using proper spelling, punctuation, and grammar.
  - Produces accurate, clear and concise documentation that is free from errors and well organized
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- 35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.
  - Demonstrates basic awareness of health literacy
  - Uses appropriate terminology to convey functional progress
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### **Professional Behavior**

- 36. Collaborates with supervisors to maximize the learning experience.
  - Assumes a cooperative role in the supervisory relationship
  - Recognizes the need for, and seeks appropriate supervision
  - Raises intentional questions in a professional manner
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- 37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor and others.
  - Participates in weekly collaboration with supervisor to address areas of strength and challenge and establishes a plan to improve
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- 38. Responds constructively to feedback.
  - Able to positively respond, adapt, and make changes as needed in response to constructive feedback.
  - Assumes responsibility for actions and behaviors
  - Demonstrates ability to modify behavior in response to feedback and environmental cues

- Recognizes/handles personal and professional frustrations in a non-disruptive and constructive manner
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- 39. Demonstrates consistent work behaviors including initiative.
  - Maintains work area, equipment, and supplies in an efficient and safe manner
  - Is prepared for all therapy services including treatment planning, back-up activities, and the gathering of treatment materials
  - Demonstrates punctuality, dependability in meeting deadlines and following through with commitment
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- 40. Demonstrates effective time management.
  - Able to monitor and prioritize workload and caseload
  - Prioritizes problems and completes assignments and responsibilities within designated timeframe
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- 41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
  - Maintains positive attitude
  - Adapts to changes in routine
  - Demonstrates effective therapeutic use of self during client interactions
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- 42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
  - Identifies factors of diversity that may affect client evaluation, treatment and discharge planning and adapts plan accordingly
  - Demonstrates a level of respect for all clients, families and staff members
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*(Adapted from examples provided by Texas Woman's University, Dallas TX)*

Additional site-specific examples are available at:

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

## **References**

- Atler, K. (2003). Using the Fieldwork Performance Evaluation Forms: The Complete Guide. Galveston, TX: AOTA Press.
- Costa, D. (2015). The Essential Guide to Occupational Therapy Fieldwork Education: Resources for Educators and Practitioners, 2<sup>nd</sup> Ed. Bethesda, MD: AOTA Press.