Sample Level 2 Fieldwork Student Objectives
Texas Woman’s University
School of Occupational Therapy

The following are the general areas and descriptions of Level II fieldwork objectives developed by the School of Occupational Therapy MOT Program at Texas Woman’s University. Fieldwork objectives serve several purposes: 1) they indicate to the student the performance that is expected of him or her; 2) they serve to promote self-directed learning and accountability for learning; 3) to the fieldwork educator, fieldwork objectives serve as a guide in planning learning experiences for the student; 4) fieldwork objectives also serve to guide the process of student evaluation.

The performance items in **bold** are the 42 evaluation items listed in the AOTA Fieldwork Performance Evaluation. The examples under each item are general examples of how the performance item might be demonstrated in site.

Feel free to adapt these objectives for your site’s student program. Additional site-specific examples are available at: [http://www.aota.org/Educate/EdRes/Fieldwork.aspx](http://www.aota.org/Educate/EdRes/Fieldwork.aspx)

**FUNDAMENTALS OF PRACTICE**

1. **Adheres consistently to the AOTA Code of Ethics (AOTA, 2000) and site’s policies and procedures including when relevant, those related to human subject research.**
   - Demonstrates work behaviors that reflect an understanding of professional standards and code of ethics appropriate to the practice environment.
   - Follows site specific policies and procedures.
     (e.g., concern for client well being, avoidance of harm, right to privacy, autonomy and confidentiality, maintains high standards of competence, complies with licensure law and Association policies, provides accurate information, upholds professional integrity)

2. **Adheres to safety regulations for all clients and staff members throughout all fieldwork related activities.**
   - Adheres to treatment precautions and contra-indications.
   - Acknowledges and adheres to precautions relevant to the identified client.
   - Anticipates potentially hazardous situations and takes steps to prevent accidents.

3. **Uses good judgment in regards to safety of self and others during all fieldwork activities.**
   - Reviews records and/or seeks information from appropriate personnel to attend to changes in status.
   - Able to assess and identify situations that require further knowledge for dealing with a situation.
   - Accepts the responsibility for knowing and following procedures so that treatment is safe for client, therapist, and related personnel.

**BASIC TENETS**

4. **Articulates values and beliefs of OT profession to clients, families, significant others, colleagues, service providers and the public.**
   - Clearly communicates what occupational therapy is, and what therapists do, via such activities as correspondences, meetings, in-services, and/or public relations activities (For example, student may design in-service, PR brochure, bulletin board, radio announcement, etc.)
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.

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, service providers and the public *
   - Utilizes AOTA Roles Documents to analyze respective responsibilities of COTA/OTR.
   - Adapts OTR job description from existing setting to create a mock OTA job description based on state regulations and AOTA documents.
   - Verbalizes the OTR/OTA similarities/differences in job responsibilities in current or similar settings.
* 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
   - Collaborates with client, those significant to client, and staff to plan strategies on the basis of accurate analysis of the demands of client’s occupations as well as the client’s skills, values and beliefs.
   - Communicates goals appropriately to client’s level of understanding.
   - Initiates communication and collaboration with other members of team.
   - Contributes to discussions at case management 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-related meetings.
   - Develops and explains home program to client, significant others, and staff.

EVALUATION & 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 clients’ concerns based on occupational profile.
     - Reframes client’s concerns from an OT perspective.
     - Identifies facilitators and barriers that inhibit client performance.

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.
   - Incorporate resources from test manuals and research articles that justify appropriateness of tool.
   - Critiques assessment tools to identify their appropriateness for use with designated clients.
10. Determines client’s occupational profile and performance through appropriate methods.
   - Compiles occupational profile by gathering pertinent information from client, family, staff, and client’s records.

11. Assesses client factors and contexts (see Practice Frameworks)
   - Assesses client capacities, roles, routines and habits.
   - Assesses client context in the areas of physical, social, cultural and virtual environments.

12. Obtains sufficient and necessary information from relevant sources such as client, families, significant others, colleagues, service providers and records prior to and during the evaluation process.
   - Obtains relevant information from medical records, client/family interview and consultation with colleagues.

13. Administers assessments in uniform manner to ensure findings are valid and reliable.
   - Administers assessment procedures according to standardized techniques.
   - Demonstrates competency in administering the following assessments: (These are site-specific and to be identified by fieldwork supervisor.)

   - Changes method when environment is not appropriate or client is unable to participate in assessment without adaptation.
   - Identifies the need for and provides changes/adaptations to the environment and/or evaluation method to optimize client’s performance and comfort.

15. Interprets evaluation results to determine client’s occupational performance strengths and weaknesses.
   - 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 findings to appropriate individuals.

16. Establishes accurate and appropriate plan based on evaluation results through integrating multiple factors such as client’s priorities, context factors, theories and frames of reference.
   - 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 performance.

17. Documents the results of evaluation process that demonstrate objective measurement of client’s performance.
   - Accurately performs written evaluation summary of assessments and observations.
   - Documentation of assessment contains all relevant OT performance areas.

INTERVENTION

18. Articulates clear and logical rationale for intervention process
   - Demonstrates ability to articulate clinical reasoning regarding selection and use of treatment interventions.

19. Utilizes evidence from published research and relevant resources to make informed treatment decisions
   - Reads, interprets, and applies scholarly information to justify selected intervention
Conducts literature search on relevant topics and applies to clinical decision making.

20-21. Chooses occupations that motivate and relate to client goals
- Demonstrates the ability to use occupation-based practice.
- Selects and modifies activities which are meaningful and appropriately challenging to client.
- Recognizes and appreciates the importance of utilizing a variety of therapeutic approaches and activities to address goal areas.

22. Implements intervention plans that are client-centered
- Demonstrates ability to incorporate client’s goals and interests in the prioritization of treatment goals and selection of treatment methodology.

23. Implements intervention plans that are occupation-based.
- Demonstrates ability to incorporate activities that are identified by client as meaningful and reflect areas of occupation.

24. Modifies task approach, occupations and environment.
- Changes and varies approach given the client’s needs, age, diagnosis, and home/work situation.
- Changes physical or social environment according to client’s needs.

25. Updates, modifies or terminates intervention plan based upon careful monitoring of client performance.
- Identifies behaviors in client that require adjustment or termination of treatment activity to maintain and/or maximize client performance.
- Recognize signs of fatigue and/or frustration.

26. Documents client’s response to services in a manner that demonstrates the efficacy of interventions.
- Writes OT progress notes to clearly indicate measurable behavioral response to treatment.
- Able to discriminate between relevant and irrelevant material.

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

27. Demonstrates through practice or discussion the ability to monitor and assign necessary responsibilities to the occupational therapy assistant.*
- 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
- Adapts OTR job description from existing setting to create a mock OTA job description based on state regulations and AOTA documents.
- Verbalizes the OTR/OTA similarities/differences in job responsibilities in current or similar settings.

* 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.

28. Demonstrates through practice or discussion the ability to actively collaborate with COTA.
- Provides written or verbal statement of communication issues to be considered when interacting with COTA (e.g., establishing rapport, clarification of roles and responsibilities. evaluating competency, assisting with professional growth, etc.)
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.

29. Demonstrates understanding of costs 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.)
   - Demonstrates 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, third party insurance, Workers Compensation, etc.)

30. Accomplishes organizational goals by establishing priorities, developing strategies and meeting deadlines
   - Understands and articulates the priorities of the program and facility’s mission.
   - Demonstrates appropriate organizational and time management skills to meet demands of site including expected productivity requirements.
   - Participates in individual and program performance improvement activities (e.g., quality assurance activities) as appropriate.
   - Adjusts priorities to meet the established goals of the program by being flexible, making adjustments to daily schedule, and demonstrating willingness to help out as needed.

31. Produces volume of work required in the expected time frame.
   - Assumes responsibility for caseload of ____ clients by completion of fieldwork.
   - Completes all assignments within expected timeframe.
   - Organizes a schedule or calendar for self that facilitates compliance with deadlines and assigned responsibilities.

COMMUNICATION

32. Clearly and accurately communicates verbally and nonverbally with clients, family, colleagues, service providers, and the public.
   - Demonstrates clear and effective verbal and non-verbal skills when interacting with clients, client support system, other disciplines, service providers and public.
   - Demonstrates appropriate use of eye contact, empathy, limit settings and respect, body language, affect, attitude and gestures.
   - Contributes to family/team meetings.
   - Contacts other service providers as needed as part of program planning or discharge planning.
   - Selects and implements appropriate instruction method for client/family education.
   - Performs written communication using logical organization and sequencing, accurate professional and/or lay terminology when appropriate.

33. Produces clear and accurate documentation according to site requirements
   - Maintains records as required including progress notes, treatment planning, supervision logs, consultation, home programs, billing forms, evaluations, observation write-ups and other documents required by facility.
   - Writes using correct grammar, spelling, punctuation and abbreviations.
   - Uses professional terminology as appropriate.
34. All written communication is legible, with proper spelling, punctuation & grammar.
   - Provide understandable, clear, concise, accurate, well organized, neat, and complete documentation to client, family, educational staff, and legal authorities.

35. Uses language appropriate to recipient of information including funding and regulatory agencies
   - Incorporates appropriate terminology to convey functional progress and positive outcomes

PROFESSIONAL BEHAVIORS

36. Collaborates with supervisor to maximize the learning experience.
   - Takes the initiative to seek out information from supervisor(s) and/or staff members.
   - Raises relevant questions in a professional manner.
   - Generates possible solutions to problems prior to seeking input.
   - Reflects on personal strengths and areas in need of growth.
   - Follows proper channels demonstrating an understanding of line of authority when working with others.

36. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
   - Demonstrates the ability for professional growth and development in the areas of performance skills, ethical and critical reasoning, and knowledge, and interpersonal skills.
   - Performs weekly self-assessment of areas of strength and weakness, and establishes a plan to improve upon the identified weaknesses.

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.

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability and work site maintenance.
   - 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 commitments.

40. Demonstrates effective time management
   - Able to monitor and prioritize workload and caseload.
   - Prioritizes problems, completes assignments and responsibilities within designated timeframe.

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact and empathy.
   - Maintains a positive attitude and demonstrates flexibility in situations as they arise, adapting to necessary changes and being able to make compromises with others when appropriate.
- Establishes effective rapport with others.
- Observes professional boundaries.

42. Demonstrates respect for diversity factors including socio-cultural, socioeconomic, spiritual and lifestyle choices.
- Demonstrates a level of respect for all clients, families and staff members.
- Demonstrates tolerance for differences in others and willingness to work with all patients.
- Expresses perceptions/opinions in a tactful manner that respects the dignity and worth of each individual.

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