

Methodist University Occupational Therapy

Level II Fieldwork Objectives

Upon completion of this 12 week, full-time Level II fieldwork rotation, the student will be able to successfully:

I. Fundamentals of Practice

1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subject research.
 - Adhere to all departmental policies and procedures related to ethical practice, with attention to policies related to the specific area of treatment.
 - Adhere to licensure requirements.
 - Recognize personal strengths and limitations and use treatment modalities that are within level of ability and experience.
 - Interact professionally and respectfully with clients, families, and staff.
 - Establish and maintain a therapeutic relationship with the client.
 - Maintain quality client care and client satisfaction as guidelines for professional behavior.
 - Demonstrate consistent adherence to professional ethics, codes and adherence to HIPAA regulations for client confidentiality at all times, including in and out of the setting.
 - Maintain all client-related information in compliance with facility policy on confidentiality.
 - Respect clients' rights of privacy in all spoken communications (no corridor, elevator, cafeteria consultations).
 - Consistently demonstrate respect for client confidentiality by protecting written documentation from other people's view and select private spaces to discuss client information with FW Educator or other team members.
 - Consistently display sensitivity to client's values (cultural, religious, social) and ask clients if there are any issues that may conflict with treatment procedures.
 - Respect individual goals, wishes, and expectations of client.
 - Immediately report any abusive behavior toward a client to the immediate FW Educator and follow appropriate reporting procedures.
 - Demonstrate honesty in billing for time/interventions.
 - Maximize client's quality of life, respect privacy, and will not misappropriate clients' belongings.

2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
 - Utilize infection control precautions, OSHA, and universal precautions appropriately.
 - Maintain clear and orderly work area by returning equipment and supplies.
 - Follow facility policies in response to emergency code or drill situations.

3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
 - Provide safe supervision of clients during high-risk activities.
 - Refrain from use of equipment or procedures unless trained.
 - Seek and is receptive to supervision to ensure client safety.
 - Demonstrate willingness to function within constraints of center policies and procedures.
 - Demonstrate safe performance during all treatment endeavors.
 - Choose activities that are safe, age appropriate, and appropriate for cognitive/emotional/physical capabilities of clientele.
 - Consistently follows equipment safety protocols.
 - Demonstrate an understanding of environmental factors affecting clients' safety at all times by consistently analyzing evaluation/treatment space for potential safety hazards prior to bringing the client into the environment.
 - ❖ Equipment is set-up beforehand.
 - ❖ All nonessential items are put away.
 - ❖ Treatment area is scanned for slip and fall prevention.
 - ❖ Is aware of potential hazards of equipment being used.
 - ❖ Aware of sharps at all times.

II. Basic Tenets

4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
 - Explain the role of OT within the practice setting, in terms and language that are clearly understood by the recipient.

5. Clearly, confidently, and accurately **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.
 - Explain how and why occupation is used as a means to an end.

- Explain how and why occupational therapy practitioners are client-centered.
 - Thoroughly instruct other disciplines in carrying out treatment procedures initiated by OT.
 - Define the OT process in an effective manner that is understandable to clients, caregivers, and other professionals.
 - Explain the value of returning to roles and responsibilities at a level of understanding to the client and family.
6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.
- Verbalize the differences in role delineation for an OT, OTA, and aide/ technician within the practice setting.
7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.
- Place emphasis on client-centered evaluation and treatment.
 - Establish treatment priorities after discussing goals with all concerned parties.
 - Review progress with client, family, and significant others at regular intervals.

III. Evaluation and Screening

8. **Articulates a clear and logical rationale** for the evaluation process.
- State how and why a specific approach to the evaluation process is being used
9. **Selects relevant screening and assessment methods** while considering such factors as the client's priorities, context(s), theories, and evidence-based practice.
- Identify conditions and precautions associated with apparent deficits of assigned clients.
 - Select appropriate component areas to assess, based on the center's practices and the client's level of apparent deficits and secondary diagnoses and complications.
 - Set priorities of sequence of evaluation procedures to be administered.
 - Explain rationale for choice of evaluation procedure(s).
 - Demonstrate ability to adapt/modify different techniques and evaluation tools in accordance with client's deficits.

10. **Determines client's occupational profile** and performance through appropriate assessment methods.
 - Complete a chart review prior to initiating evaluation, and verbalize an understanding of the client's premorbid occupational performance.
 - Obtain a thorough occupational profile through client interview and family interview to obtain role in society and leisure interests.
 - Ask client what areas are important to them.
 - Initiate and integrate client's occupational profile into treatment focus.

11. **Assesses client factors and context(s)** that support or hinder occupational performance.
 - Utilize correct procedures for assessing individual performance areas.
 - Select appropriate areas for further assessment.

12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
 - Interview client or caregiver to obtain relevant information.
 - Listen to input from other team members.
 - Identify the need for obtaining additional information, research, or references.
 - Demonstrate knowledge of assessments to be performed with specific client.

13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.
 - Consult assessment manuals and FW Educator prior to the administration of standardized and non-standardized assessment(s), selected for client.
 - Maintain objectivity in observing and assessing areas where standardization is not an option.
 - Demonstrate an understanding of site specific terminology to assess areas of need.

14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.
 - Utilize client information as a basis for possible adaptation of assessment procedure.
 - Alter methods of instructing the client to accommodate limitations in cognition/communication as needed.
 - Alter methods of assessing performance areas where medical complications or restrictions exist.

- Notice and respond to client feedback to accommodate assessment as needed.
 - Consider client status changes and adapt assessment procedure as necessary.
 - Identify/explain the effect a client's mental and/or physical changes on outcome have on an assessment.
15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.
- Convert raw scores into meaningful information, according to assessment guidelines.
 - Relate assessment findings to functional performance.
 - Identify present level of performance and challenges based on evaluation data.
16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
- Identify functional limitations affecting performance.
 - Set client-centered long-term goals that are attainable for the client, based on assessment of the client's strengths and limitations.
 - Set short-term goals in specific, objective, and measurable terms.
 - Prioritize interdisciplinary team goals, as needed.
 - Incorporate client goals and priorities into the plan of care.
17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.
- Follow correct procedures for documenting evaluations accurately.
 - Thoroughly address all problem areas.
 - Summarize evaluations clearly and concisely in documentation.
 - Follow correct processes for recording evaluation and assessment findings.
 - Documentation is completed within the time frames of the fieldwork setting.
 - Documentation is written in terms understandable to other disciplines using the information.

IV. Intervention

18. **Articulates a clear and logical rationale** for the intervention process.
- Complete thorough treatment plans for clients.
 - Prioritize problem areas and addresses foundation skills needed for treatment progressions.
 - Express rationale for selected activities to be utilized in addressing client's goals and needs using appropriate language based on recipient.

- Describe purpose of intervention at the client's level of understanding.
19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
 - Research evidence-based interventions that could be used in the setting.
 - Articulate how to apply evidence from published research and therapist's expertise to specific clients receiving OT services.
 20. **Chooses occupations** that motivate and challenge clients.
 - Facilitate activities that are meaningful to the client.
 - Select activities that reflect the appropriate level of challenge for the client's ability.
 21. **Selects relevant occupations** to facilitate clients meeting established goals.
 - Demonstrate functional-based interventions that are consistent with the established treatment plan.
 22. **Implements intervention plans that are client-centered.**
 - Incorporate client priorities into established goals.
 - Schedule and conduct treatment sessions as appropriate for the client's level of participation.
 - Consider age level when directing all client care activities.
 23. **Implements intervention plans that are occupation-based.**
 - Utilize occupation-based activities during treatment sessions.
 - Demonstrate awareness of the client's various life roles in selecting activities.
 - Select activities that are meaningful and relevant to the client.
 24. **Modifies task approach, occupations, and the environment** to maximize client performance.
 - Identify and address underlying problems and prerequisite skills to promote gains in higher-level functional skills.
 - Appropriately grade and modify treatment activities to promote effective treatment for the client's current status.
 - Select activities, considering client's abilities to promote progress without undue frustration.
 - Select activities by taking into account client's preferences, values, and age.

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.
 - Identify appropriate goals to address underlying factors that impede functional progress.
 - Recognize changes in the client's physical, emotional, or cognitive status and adjusts the program to promote optimal progress.
 - Demonstrate the ability to terminate treatment appropriately.
26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.
 - Accurately document client intervention outcomes.
 - Update status of goals, as per setting requirements.
 - Problem solve with client and team members to establish goals that are realistic and incorporate the potential discharge setting/ situation.
 - Use correct terminology to describe treatments and interventions.

V. Management of Occupational Therapy Services

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
 - Direct therapy assistant/aide in performing client care activities within the scope of site/state practice standards.
 - *If OT assistant or OT aide are not present, the student will be able to discuss/ simulate appropriate delegation of responsibilities with FW Educator.*
28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.
 - Collaborate effectively with the OT assistant within the specific practice setting.
 - *If OT assistant or OT aide are not present, the student will be able to discuss/simulate appropriate collaboration regarding client evaluation/treatment plan with FW Educator.*
29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.
 - Ensure that client care time is used productively.
 - Notify FW Educator of charges for supplies, equipment, and time.
 - Verbalize an understanding of costs for purchasing adaptive equipment or devices, or DME within the practice setting.
 - Demonstrate ethical billing practices.

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
 - Prepare in advance for meetings, evaluations, and treatments.
 - Arrive promptly to scheduled meetings, treatment sessions, and other assigned responsibilities.
 - Complete assignments and documentation by scheduled deadlines.
 - Schedule client treatments to make optimal use of treatment time given current caseload.
 - Utilize unscheduled time to increase learning and seek out additional learning opportunities.
 - Notify FW Educator when problems arise.

31. **Produces the volume of work** required in the expected time frame.
 - Adjust work pace to accommodate increased workload.
 - Provide assistance to other staff members when able.
 - Recognize when current workload prohibits helping others, or necessitates delegation.

VI. Communication

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.
 - Demonstrate genuine interest in client and caregiver understanding of instructions.
 - Interact, communicate, and share relevant information with all caregivers, families, and healthcare professionals.
 - Clearly and effectively communicate verbally by stating clear goals and rationale of treatment and possible outcomes of OT to clients, caregivers, and team members.
 - Provide instructions for the treatment process that are effective, clear, concise, and understandable for each client's developmental level and learning style.
 - Demonstrate good observation skills and respond appropriately to behaviors and questions, give feedback, appropriate cues, and the appropriate amount of assistance to enable client to participate in activity.
 - Demonstrate awareness of cultural differences and language barriers.
 - Communicate/demonstrate effective communication skills to meet the needs of each client.
 - Be aware of nonverbal communication and body language of self, clients, caregivers, and team members.
 - Demonstrate effective therapeutic use of self and maintain rapport with client.

- Develop boundaries/ability to set appropriate limits with clients.
 - Accept constructive feedback and integrate as demonstrated through behavioral changes.
 - Contribute clear, accurate, and concise reports/feedback in team meetings regarding each client's progress.
33. **Produces clear and accurate documentation** according to site requirements.
- Complete all documentation as assigned by FW Educator for review.
 - Comply with site's policy for approved abbreviations.
 - Follow site policies and procedures for documentation.
 - Demonstrate ethical practice with documentation and obtaining FW Educator signatures.
34. **All written communication is legible**, using proper spelling, punctuation, and grammar.
- Comply with site policy for approved abbreviations.
 - Comply with regulatory bodies for site-specific documentation requirements.
 - Produce documentation that has been proofread for errors.
35. **Uses language appropriate to the recipient** of the information, including, but not limited to funding agencies and regulatory agencies.
- Produce documentation that contains sufficient details needed by the recipient.
 - Utilize professional and ethical language.

VII. Professional Behaviors

36. **Collaborates with FW Educator(s)** to maximize the learning experience.
- Ask questions when uncertain and uses discretion in wording and timing of questions asked of FW Educator.
 - Notify FW Educator of unusual occurrences or circumstances
 - Identify, communicate, and use own optimal learning methods and styles.
 - Recognize communication styles of self and FW Educator; adjust style as needed to promote optimal communication with FW Educator.
 - Actively seek feedback on performance and demonstrate receptiveness to constructive feedback and input from FW Educator(s) and other team members.
 - Discuss need for changes and modify behaviors as identified in FW Educatory sessions.

- Use feedback provided to devise strategies/plans for improvement.
 - Recognize need for and seek appropriate supervision by initiating the scheduling of meetings, as appropriate.
 - Assume a cooperative role in the FW Educatory relationship.
 - Be an active part of supervision and feedback.
37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with FW Educator(s) and others.
- Attend regularly scheduled staff meetings, in-service, or additional learning opportunities in practice area, as available.
38. **Responds constructively to feedback.**
- Notice and respond to feedback in a way that would encourage an open exchange of ideas and develop entry-level skills in an effective way.
 - “Listen” and act upon constructive feedback from FW Educator by making suggestions as to what could have been or needs to be changed.
 - Demonstrate an active and positive attitude evidenced by body language and use of voice.
 - Verbalize understanding of feedback and develop effective and measurable goals for improvement as needed.
 - Demonstrate change in behavior that shows an understanding of feedback and a movement towards acquiring professional behaviors.
 - Articulate positive feedback and strengths identified by FW Educator.
39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.
- Demonstrate initiative with assigned responsibilities.
 - Demonstrate active responsibility for needs/ supplies to complete duties.
 - Demonstrate preparation and awareness for responsibilities associated with being an OTS.
 - Demonstrate reliability as related to client care, assigned responsibilities, work schedule, etc.
 - Ensure cleanliness of personal work areas, including treatment space and office area.
 - Appropriately report/ document spills, faulty equipment, etc. to the appropriate personnel.

- 40. Demonstrates effective time management.**
- Complete responsibilities and necessary documentation within required site timeframe.
 - Initiate and utilize effective time management with scheduling, documentation, and other assigned responsibilities.
 - Demonstrate responsibility for unforeseen circumstances.
 - During unstructured time, student will be proactive in utilizing the time to ensure successful completion of all responsibilities.
- 41. Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.
- Demonstrate the ability to be flexible and cooperative with unforeseen circumstances as related to client interactions or site logistics.
 - Demonstrate tact and empathy when interacting with clients, caregivers, families, and team members.
- 42. Demonstrates respect for diversity factors** of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
- Demonstrate professional behavior respecting diversity of sociocultural, socioeconomic, spiritual, and lifestyle choices of clients, caregivers, families, team members, FW Educator, and other facility personnel.