

This template is designed to assist you in writing comprehensive fieldwork learning objectives for your facility. Fill in your site name, type of setting and then modify the document to suite your site. You may delete those listed objectives that are not reflective of your site requirements, and the items listed may help you to identify other objectives that are important, and that should be added. Once your modifications are complete, send the form to your affiliating university academic fieldwork coordinator! For UND, this is Deb Hanson at debra.hanson@med.und.edu

(Site Name)
Site-Specific Objectives for Level II OT Fieldwork Students
(Type of setting)

I. FUNDAMENTALS OF PRACTICE	Site-Specific Objectives
<p>1. Adheres to ethics: Adheres consistently to American Occupational Therapy Association Code of Ethics and site's policies and procedures including, when relevant, those related to human subject research.</p>	<p>Adheres to state licensure requirements.</p> <p>Adheres to all HIPAA procedural guidelines of confidentiality of patient information/records.</p> <p>Follows organizational policies and procedures of the facility.</p> <p>Follows procedural safeguards in regards to confidentiality.</p> <p>Demonstrates work behaviors that reflect an understanding of professional standards and code of ethics appropriate to the practice environment (e.g., concern for client well being, avoidance of harm, right to privacy, autonomy and confidentiality, maintain high standards of competence, comply with law and Association policies, provide accurate information, uphold professional integrity).</p> <p>Recognizes personal strengths and limitations and uses treatment modalities within level of ability and experience.</p>
<p>2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.</p>	<p>Follows universal precautions for infection control.</p> <p>Follows site's procedures for reporting injuries.</p> <p>Reports potential safety hazards and unusual occurrences to supervisor.</p> <p>Assists with the maintenance of equipment in working order.</p> <p>Contributes to cleanliness of work area and maintains a safe environment.</p> <p>Explains fire extinguisher use and fire procedures within the building.</p> <p>Adheres to identified client treatment precautions and contra-indications.</p> <p>Anticipates potentially hazardous situations and takes steps to prevent accidents.</p> <p>Adhere to all departmental policies/procedures related to safety, with attention to policies related to the areas of treatment.</p>

<p>3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.</p>	<p>Provide safe supervision of patients during high-risk activities.</p> <p>Follows procedures of safe transfers to all surfaces.</p> <p>Consistently sets-up and cleans up work environment in a manner that prevents injury.</p> <p>Never leaves a client unattended.</p> <p>Identifies changes in client status and the environment which may impact client or staff safety.</p> <p>Seeks assistance when activity or client's behavior is beyond the level of own experience, knowledge, or student role.</p> <p>Reviews records and/or seeks information from appropriate personnel to attend to changes in status.</p> <p>Able to assess and identify situations that require further knowledge for dealing with a situation.</p> <p>Accepts the responsibility for knowing and following procedures so that treatment is safe for client, therapist, and related personnel.</p>
<p>II. BASIC TENETS</p>	<p>Site-Specific Objectives</p>
<p>4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to students, families, significant others, colleagues, service providers, and the public.</p>	<p>Articulates the values and beliefs of the occupational therapy profession, as it relates to <u>(your area of practice)</u>.</p> <p>Clearly communicates what occupational therapy is, and what therapists do, via such activities as correspondences, meetings, in-services, and/or public relations activities (For ex. may design in-service, PR brochure, bulletin board, radio announcement, etc).</p>
<p>5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to students, families, significant others, colleagues, service providers, and the public.</p>	<p>Clearly communicates the importance of incorporating occupations into the client's intervention plan.</p> <p>Able to explain the client's daily occupations within the context of the clinical setting and the use of client-centered activities.</p> <p>Able to explain the use of the occupational profile within the context of client's intervention plan.</p>
<p>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.</p>	<p>Utilizes AOTA Roles Documents to analyze respective responsibilities of COTA/OTR.</p> <p>If no COTA on site, adapts OTR job description to create a mock OTA job description based on state regulations and AOTA documents.</p> <p>Verbalizes the OTR/OTA similarities/differences in job responsibilities in current or similar settings.</p>
<p>7. Collaborates with client, family, and</p>	<p>Collaborates with client, family and staff to plan strategies on the basis of accurate</p>

<p>significant others throughout the occupational therapy process.</p>	<p>analysis of the demands of client's occupations as well as the client's skills, values and beliefs.</p> <p>Communicates goals appropriately to client's level of understanding.</p> <p>Clearly, concisely and independently summarizes and reports OT information and ideas in all pertinent staff and client- related meetings.</p> <p>Reviews progress with client, family, and significant others at regular intervals.</p> <p>Develops and explains home program to client, family, and staff.</p>
<p>III. EVALUATION AND SCREENING</p>	<p>Site-Specific Objectives</p>
<p>8. Articulates a clear and logical rationale for the evaluation process.</p>	<p>Demonstrate the ability to independently explain the occupational therapy evaluation process.</p> <p>Explains purpose and scope of evaluation process to client at his/her level of understanding.</p>
<p>9. Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.</p>	<p>Demonstrates knowledge of the various assessments available for use.</p> <p>Determines which assessments are appropriate for a specific client.</p> <p>Demonstrates an understanding of the differences among screening, consult, and evaluation.</p> <p>Discusses rationale for evaluation selection with supervisor.</p> <p>Incorporate resources from test manuals and research articles that justify appropriateness of tool.</p> <p>Critiques assessment tools to identify their appropriateness for use with designated clients.</p>
<p>10. Determines client's occupational profile and performance through appropriate assessment methods.</p>	<p>Compiles occupational profile by gathering pertinent information during client/family interview, observations of client performance, discussion with treatment team members, and review of client records.</p> <p>Demonstrates comfort when interviewing clients/family members.</p>
<p>11. Assesses client factors and context(s) that support or hinder occupational performance.</p>	<p>Assesses client capacities, roles, routines and habits.</p> <p>Assesses client context in the areas of physical, social, cultural and virtual environments.</p>

<p>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.</p>	<p>Obtains relevant information from medical records, client/family interview and consultation with colleagues.</p> <p>Obtains information on client's diagnosis or medical condition.</p> <p>Identifies contraindications and precautions.</p> <p>Explains the importance or relevance of the information gathered.</p> <p>Identifies the need for additional or supplementary information.</p>
<p>13. Administers assessments in a uniform manner so as to ensure findings are valid and reliable.</p>	<p>Follows the procedures for administering the evaluation accurately.</p> <p>Gathers and prepares materials and equipment required by the assessment.</p> <p>Makes accurate, objective observations during the evaluation process.</p> <p>Accurately records evaluation information.</p> <p>Administers assessment procedures according to standardized techniques.</p> <p>Demonstrates competency in administering the following assessments <i>(to be identified by fieldwork supervisor)</i></p>
<p>14. Adjusts or modifies the assessment procedures based on client's needs, behaviors, and culture.</p>	<p>Distinguishes between actual fatigue, uncooperative behavior, and or manipulation and modifies approach as indicated.</p> <p>Identifies the need for and provides changes/adaptations to the environment and/or evaluation method to optimize client's performance and comfort.</p> <p>Reviews acceptable adaptations that can be applied without altering validity of test results.</p> <p>Alter methods of instructing client to accommodate limitations in cognition/communication as needed.</p>
<p>15. Interprets evaluation results to determine client's occupational performance strengths and challenges.</p>	<p>Relates assessment findings to functional performance.</p> <p>Identifies present level of performance and challenges based on evaluation data.</p> <p>Analyzes and selects pertinent data from one or more assessments in order to identify strengths and weaknesses.</p> <p>Interprets data according to standardized method.</p> <p>Articulates the significance of data and accurately reports evaluation findings to appropriate individuals.</p> <p>Provides rationale for interpretation of evaluation results.</p>
<p>16. Establishes an accurate and appropriate plan based on the evaluation results, through</p>	<p>Based on evaluation results, identifies measurable outcomes and short-term objectives to facilitate participation and learning.</p>

<p>integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.</p>	<p>Defines and sets priorities for realistic goals and objectives which are based on synthesis of relevant assessment data.</p> <p>Priorities reflect an understanding of the impact deficit areas have on performance.</p>
<p>17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.</p>	<p>Accurately summarizes evaluation data into a formal document according to facility's program making note of any modification to evaluation procedure.</p> <p>Identifies specific problem areas.</p> <p>Documents time, frequency, duration, and location of OT services in recommendations.</p> <p>Accurately performs written evaluation summary of assessments and observations.</p> <p>Documentation of assessment contains all relevant OT performance areas.</p>
<p>IV. INTERVENTION</p>	<p>Site-Specific Objectives</p>
<p>18. Articulates a clear and logical rationale for the intervention process</p>	<p>Identifies correlation between problem areas and activity selected for intervention.</p> <p>Articulates how activities selected relate to the occupational performance of the client.</p> <p>Demonstrates ability to articulate clinical reasoning regarding selection and use of treatment interventions.</p> <p>State understanding of concepts of "graded" activity and the rationale for sequencing a series of activities to meet client goals and needs.</p>
<p>19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.</p>	<p>Reads, interprets, and applies scholarly information to justify selected intervention.</p> <p>Conducts literature search on relevant topics and applies to clinical decision making.</p>
<p>20. Chooses occupations that motivate and challenge clients.</p>	<p>Chooses occupations and/or activities based on the appropriate theoretical model that will be most effective in maximizing the patient's occupational performance and achieving established goals.</p> <p>Selects and modifies activities which are meaningful and appropriately challenging to client.</p> <p>Recognizes and appreciates the importance of utilizing a variety of therapeutic approaches and activities to address goal areas.</p> <p>Uses preparatory activities that support occupation-based performance.</p>
<p>21. Selects relevant occupations to facilitate clients meeting established goals.</p>	<p>Considers a variety of occupations and/or activities to help the client accomplish goals.</p>

	<p>Sequences treatment activities to meet client goals.</p> <p>Demonstrates ability to incorporate client's goals and interests in the selection of treatment methodology.</p>
<p>22. Implements intervention plans that are client-centered.</p>	<p>Demonstrates flexibility to change from one activity to another when the client's environment, behavior, or emotional response changes.</p> <p>Demonstrates ability to incorporate client's goals and interests in the prioritization of treatment goals and selection of treatment methodology.</p> <p>Recognizes importance of client-centered practice and involvement of family/care givers in the treatment process.</p>
<p>23. Implements intervention plans that are occupation-based.</p>	<p>Demonstrates ability to incorporate activities that are identified by client as meaningful and reflect areas of occupation.</p> <p>Demonstrates an interest in exploring alternative treatment ideas reflecting areas of occupation.</p>
<p>24. Modifies task approach, occupations, and the environment to maximize client performance.</p>	<p>Grades and modifies treatment activities to provide effective treatment, reflective of client's current status.</p> <p>Selects activities considering client abilities to promote progress without undue frustration.</p> <p>Changes and varies approach given the client's needs, age, diagnosis, and home/work situation.</p> <p>Identifies behaviors in client that require adjustment or termination of treatment activity to maintain and/or maximize client performance.</p> <p>Recognize signs of client fatigue and/or frustration.</p>
<p>25. Updates, modifies or terminates the intervention plan based upon careful monitoring of the client's status.</p>	<p>Updates treatment plan at required intervals.</p> <p>Gathers data in preparation for staff/treatment team meetings.</p> <p>Consults with the team members regarding client's progress, concerns, and potential for change in services.</p> <p>Recognizes a plateau in therapy and suggests changes in the client's intervention plan.</p>
<p>26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.</p>	<p>Writes OT progress notes to clearly indicate measurable behavioral response to treatment.</p> <p>Accurately document client FIM scores and outcomes for self-care.</p>

V. MANAGEMENT of OT SERVICES	Site-Specific Objectives
<p>27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.</p>	<p>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. (May hypothetically select tasks which would be delegated to COTA in this setting).</p> <p>Identifies state practice requirements for performance and supervision of OT personnel.</p> <p>Discusses with supervisor various situations that might occur in practice setting appropriate for occupational therapy assistant's services.</p> <p>Utilizes occupational therapy assistant and/or aide with respect to standards of practice and supervisory guidelines.</p>
<p>28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.</p>	<p>Articulates understanding of the 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.).</p> <p>Identifies appropriate supervision parameters based on skills of occupational therapy assistant, complexity of client needs and needs and requirements of setting.</p> <p>Teams with the occupational therapy assistants for treatment, special projects, or adaptive equipment.</p> <p>Identifies appropriate documentation of supervision process including frequency, method of supervision and content.</p>
<p>29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.</p>	<p>Completes accurate documentation for payment of services.</p> <p>Demonstrate understanding of reimbursement system (e.g., Fee for service, Prospective Payment System, etc.)</p> <p>Identify reimbursement sources and their eligibility and reimbursement requirements. (e.g., private pay, state/federal insurance, 3rd party insurance, Workers Compensation, etc)</p> <p>Makes responsible choices concerning treatment modalities.</p> <p>Ensures that patient care time is used efficiently and productively.</p>
<p>30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.</p>	<p>Demonstrates appropriate priorities of the practice area, accommodating for varying caseloads and changes in schedules</p> <p>Understands and articulates the priorities of the program and facility's mission.</p> <p>Maintains expected productivity requirements.</p>

	<p>Participates in individual and program performance improvement activities (e.g., quality assurance activities) as appropriate.</p> <p>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.</p>
31. Produces the volume of work required in the expected time frame.	<p>Delivers services expected by the program at a level commensurate to an entry-level therapist.</p> <p>Assumes responsibility for caseload of (____) by completion of fieldwork.</p> <p>Completes all assignments within expected timeframe.</p>
VI. COMMUNICATION	Site-Specific Objectives
32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.	<p>Demonstrates active listening skills during interactions.</p> <p>Refers questions beyond the scope of OT to the appropriate source.</p> <p>Communicates with other team members regarding the client's progress.</p> <p>Uses clear and accurate language to explain assessment, treatment, and goals to patients and caregivers.</p> <p>Understands and recognizes client/family's need for reinforcement and additional instruction/demonstration and provide as needed.</p> <p>Maintains records as required including progress notes, treatment planning, supervision logs, consultation, home programs, billing forms, evaluations and observation write-ups.</p>
33. Produces clear and accurate documentation according to site requirements.	<p>Completes progress note for each session.</p> <p>Completes evaluation reports according to site's guidelines.</p> <p>Comply with facility policies for approved abbreviations.</p> <p>Provide understandable, clear, concise, accurate, well organized, neat, and complete documentation and reflect information on occupational performance.</p>
34. All written communication is legible, using proper spelling, punctuation, and grammar.	<p>Produces legible handwritten and computer-generated documents using proper spelling, punctuation, and grammar.</p> <p>100% accuracy with written communication by midterm.</p> <p>Incorporates appropriate terminology to convey functional progress and positive outcomes.</p>
35. Uses language appropriate to the	Effectively varies language/approach based on the needs of the recipient (staff,

<p>recipient of the information including, but not limited to, funding agencies and regulatory agencies.</p>	<p>client, family, outside agencies).</p>
<p>VII. PROFESSIONAL BEHAVIORS</p>	<p>Site-Specific Objectives</p>
<p>36. Collaborates with supervisor(s) to maximize the learning experience.</p>	<p>Collaborates with supervisor when ready to assume more responsibility, requiring less supervision.</p> <p>Comes prepared and participates in supervisory meetings.</p>
<p>37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.</p>	<p>Utilizes free time to read current journals and resource materials, review videotapes, etc.</p> <p>Request information on areas other than those scheduled to gain overall knowledge of the program.</p> <p>Initiates collaboration with supervisor to participate in additional learning opportunities and observations center-wide.</p> <p>Seeks out answers to questions and takes initiative in acquiring knowledge.</p>
<p>38. Responds constructively to feedback.</p>	<p>Incorporates suggested changes in treatment or approach immediately, as directed by supervisor.</p> <p>Generalizes supervisor's suggestions to other situations.</p> <p>Responds to constructive feedback with openness and willingness to hear feedback.</p>
<p>39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.</p>	<p>Follows regular schedule, maintaining punctuality. Informs supervisor of any changes in schedule.</p> <p>Maintains work area, equipment, and supplies in an efficient and safe manner.</p> <p>Is prepared for all therapy services including treatment planning, back-up activities, and the gathering of treatment materials</p>
<p>40. Demonstrates effective time management.</p>	<p>Completes written documentation and assignments within timelines specified by the supervisor (i.e., progress notes, updates, evaluation completion, annual meeting preparation, etc.)</p> <p>Develops an efficient schedule for assigned workload.</p> <p>Uses free time constructively.</p> <p>Establishes priorities in workload.</p> <p>Requests additional responsibilities as free time becomes available.</p>

	Arrives on time for meetings, treatment sessions, etc.
41. Demonstrates positive interpersonal skills including, but not limited, to cooperation, flexibility, tact, and empathy.	<p>Establishes rapport and maintains an atmosphere conducive to positive interactions.</p> <p>Maintains a positive attitude and demonstrates flexibility in situations as they arise.</p> <p>Observes professional boundaries.</p>
42. Demonstrates respect for diversity factors of others including, but not limited to, sociocultural, socioeconomic, spiritual, and lifestyle choices.	<p>Demonstrates respect for clients and family members/significant others without prejudging or making assumptions about the family environment, culture, religion, etc.</p> <p>Demonstrates respect for staff members without prejudging or making assumptions.</p> <p>Demonstrates tolerance for differences in others and willingness to work with all patients</p>

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