

# **Middle Georgia State University Occupation Therapy Level II Fieldwork Objectives**

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

## **Fundamentals of Practice**

1. **Adheres to ethics:** Adheres to the American Occupational Therapy Association Code of Ethics and all federal, state, and facility regulations (examples: Medicare, Medicaid, Client Privacy, Social Media, 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 and reports/documents incidents appropriately. (Examples: Fire Safety, OSHA regulations, Body substance precautions, Emergency procedures)
  - 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. **Ensures safety of self and others:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. (Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety)
  - 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.
    1. Equipment is set-up beforehand.
    2. All nonessential items are put away.
    3. Treatment area is scanned for slip and fall prevention.
    4. Is aware of potential hazards of equipment being used.
    5. Aware of sharps at all times.

### **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 therapy practitioners** 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.

### **Evaluation and Screening**

7. **Articulates a clear and logical rationale** for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
  - State how and why a specific approach to the evaluation process is being used
8. **Obtains sufficient and necessary information** from relevant sources throughout the evaluation process. (Examples: record or chart review, client, family, caregivers, service providers)
  - 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.
9. **Selects relevant screening and assessment tools** based on various factors.
  - Explain rationale for choice of assessment procedure(s).
  - State how and why a specific approach to the assessment process is being used
10. **Determines client's occupational profile** and performance through interview and other evaluation 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. **Evaluates and analyzes client factors** and contexts that support or hinder occupational performance.
- Utilize correct procedures for assessing individual performance areas.
  - Select appropriate areas for further assessment.
12. **Administers standardized and non-standardized assessments and surveys** accurately and efficiently 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.
13. **Modifies evaluation procedures** based on client factors and contexts.
- 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.
14. **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.

15. **Synthesizes and documents the results of the evaluation process** clearly, accurately, and concisely using systematic methods to record the 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.

### **Intervention**

16. **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.
17. **Establishes an accurate and appropriate client-centered plan** based on the evaluation results, contexts, theories, frames of reference, and/or practice models.
  - State how and why a specific approach to the treatment plan is being used
18. **Utilizes evidence** from 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.
19. **Selects client-centered and occupation based interventions** that motivate and challenge the client to achieve established goals that support targeted outcomes.
  - Facilitate activities that are meaningful to the client.
  - Select activities that reflect the appropriate level of challenge for the client's ability.

- 20. Implements intervention plans that are client-centered and occupation-based.**
- 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.
  - 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.
- 21. 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.
- 22. Modifies task and/or environment** to maximize the client's performance.
- 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.
- 23. 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.
- 24. 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.

## **Management of Occupational Therapy Services**

25. **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.*
  
26. **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.
  
27. **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.
  
28. **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.

## **Communication and Professional Behaviors**

29. **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.

30. **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.

31. **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.
32. **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.
33. **Responds constructively to feedback in a timely manner**
- 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.
34. **Demonstrates consistent and acceptable 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.

**35. 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.

**36. Manages relationships effectively** through therapeutic use of self and adjusts approach to meet the needs of clients and others.

- 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.

**37. 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.