



Middle Georgia State University

School of Health and Natural Sciences
Occupational Therapy Assistant Program
1100 Second Street, SE
Cochran, GA 31014
(478) 934-3057

**Middle Georgia State University
Occupational Therapy Assistant Program
Level II Fieldwork Objectives**

Upon completion of Level II Fieldwork experiences the student will exhibit entry level professional competence in the following areas:

Objective
1. Exhibit entry-level professional competence in OT data collection, observation, interviewing, and evaluation techniques.
A) Use all available sources for collecting evaluation data.
B) Select items of information which are relevant to client's OT needs.
C) Elicit useful and pertinent data from interviews with clients and others.
D) Obtain useful and pertinent data from observation of client performance.
2. Exhibit entry-level competence in assessment methods appropriate for OTA.
3. Exhibit entry-level competence in intervention planning in collaboration with the OTR and other team members.
A) Accurately report client progress and data to others for intervention planning and program change.
B) In collaboration with the OTR, develop client-centered and occupation-based goals which are reflective of evaluation results or current progress.
4. Exhibit entry-level professional competence in intervention implementation, individually or in groups, with respect for the client's needs (both physical and psychosocial), goals, culture, socioeconomic status, developmental level, age and gender, safety precautions, and treatment contraindications.
A) Contribute suggestions for interventions that are practical and applicable to the treatment setting.
B) Utilize professional literature to guide and make informed decisions on intervention sessions.
C) Use techniques/modalities advocated for the achievement of intervention goals, e.g. group intervention, preparatory methods, physical agent modalities, splinting, etc.
D) Consider client's needs and background when initiating and establishing the relationship.
E) Consider client's psychosocial needs, as well as the client's culture, socioeconomic status, beliefs and identity when selecting interventions.
F) Demonstrate the ability to recognize and address psychosocial needs of client and their impact on occupational engagement.
G) Modify treatment approach to meet client's needs and maximize client performance.
H) Communicate with others to facilitate collaborative implementation of overall

intervention goals.
I) Communicate with fieldwork educator to facilitate implementation of intervention goals.
5. Exhibit entry-level professional competence in intervention review and discharge planning in collaboration with the OTR and referral of client to appropriate community resources.
A) Contribute suggestions for intervention adjustments that are relevant to intervention goals.
B) Review client's progress and responses with the fieldwork educator.
C) Recognize when intervention needs change and report to fieldwork educator.
D) Prepare client and family for the intervention change or termination.
E) Follow through on decisions made for change.
6. Exhibit entry-level professional competence in documentation of evaluation results, intervention implementation, client progress, client/caregiver education, and need for intervention change according to the facilities' protocols.
A) Maintain accurate records.
B) Report clearly and concisely.
C) Maintain client confidentiality.
7. Exhibit entry-level professional competence in management techniques including inventory control, ordering supplies, departmental record keeping, and billing practices.
8. Ensure safety of self and others during fieldwork including maintaining a safe therapeutic environment.
A) Utilize good body mechanics while working with clients.
B) Observe and adhere to all medical safety regulations, client specific precautions and contraindications.
C) Maintain equipment, materials, and treatment environment in good order.
D) Assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.
9. Exhibit entry-level professional competence in establishing therapeutic relationships with clients, family members, and caregivers.
10. Exhibit entry-level professional competence in intra- and interprofessional collaboration.
11. Exhibit entry-level professional competence in accepting supervision and responsibility for one's own continuing education and professional development.
12. Exhibit entry-level professional competence in the process of clinical reasoning.
13. Exhibits entry-level communication skills both verbally and nonverbally with clients, families, caregivers, interdisciplinary team members, and others.
14. Exhibits entry-level professional behaviors and attitudes by demonstrating effective time management, punctuality, initiative, flexibility, dependability, and a professional work appearance.