

West Virginia 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.