### Fieldwork Clinic-Student Objectives-OTS Level II

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<th>AOTA Requirements</th>
<th>Necessary Knowledge/Action</th>
<th>Student Objective</th>
<th>Progress</th>
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| **I. Fundamentals of Practice:**  | **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.  

- patient confidentiality  
- respectful behavior  
- quality of care  
- utilize infection control  
- follow safety precautions and procedures  
- dress code  
- emergency response  
- safety judgment during high risk activities  
- receptive to constructive feedback  
- maintain professional and respectful during high stress situation or when client or caregiver is not respectful.  

**Adheres to safety regulations:** Anticipates potentially hazardous situations and takes steps to prevent accidents.  

- Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.  

**OT Philosophy:** Clearly communicates the values and beliefs of OT to client and caregivers.  

**OT vs. COTA Role:** Articulates the roles of OT and OTA clearly to clients, caregivers and other service providers.  

**Evidenced-based Practice:** Makes informed practice decisions based on published research and relevant info.  

- Uses laymen's terms to discuss OT issues  
- Be able to explain OT role, SI, NDT and home programming.  
- speak Spanish or utilize translators effectively.  
- out-patient services and school based services  
- relationship between SI and speech  

**Week 1-4**  
2. Use sound safety procedures and judgment during high risk situations (i.e. Fire safety, mats, amount of assistance)  
3. Not allow self to be in a private area with child (i.e. Prop door open or can be viewed from observation window)  
4. demonstrate respectful appearance and behavior.  
5. accept constructive feedback from all co-workers  
6. treat staff and clients with respect and diplomacy during conflict.  

**Week 5-12**  
1. be able to handle volatile parents, caregivers and aggressive children with professionalism and be able to diffuse situation.  

**Week 1-4**  
1. explain clearly sensory integration, neuro-developmental treatment and benefits of aquatic therapy.  
2. explain the relationship between SI and Speech.  
3. explain the difference between out-patient services and school based services  

**Week 5-12**  
1. continue above  

**Additional Comments:**  

**Week 1-4**  
1.  
2.  
3.  

**Week 5-12**  
1.  
2.  
3.  

**Additional Comments:**
### III. Evaluation/Screening

**Gathers Data:** gathers relevant info regarding client's occupations of self care, productivity, leisure and factors that support and hinder occupational performance.

**Administers Assessments:** selects relevant screening and assessment methods, establishes competency in assessment methods, including interviews, observations, assessment tools, adjusting/modifying based on child's needs and chart reviews.

**Interprets:** Interpreting assessments and goals.

**Reports:** reports results accurately that reflects client's status and goals.

**Establishes an accurate plan and generate appropriate goals:** Develops client centered and occupation based goals.

**Documents results:** demonstrates objective measurement of client's occupational performance.

**Week 1-4**
1. reviews rookie sheet, file, gathers relevant tools and sets up testing area appropriately for **re-evaluation**.
2. interviews caregiver regarding ADL's sensory, behavior, recreation school program and main areas of concern.
3. uses assessment methods on familiar clients for re-evaluations
4. assist with interpretation of results and reports info/status accurately during re-eval
5. Consults with OTR regarding updating goals
6. Present to parent/clients status individually or during a school staffing competently

**Week 5-8**
1. reviews rookie sheet, file, gathers relevant tools and sets up testing area appropriately for **initial evaluation**.
2. uses assessment methods on unfamiliar clients for initial eval.
3. assist with interpretation of results and reports info/status accurately during evaluation.
4. Consults with OTR when generating new goals.
5. Present to parent/clients status individually or during a school staffing competently and more independently

**Week 9-12**
1. Performing above independently.
**IV. Intervention**

**Plans Intervention:** Establishes methods, duration and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.

**Selects Intervention:** Selects and sequences relevant interventions that promote the client’s ability to engage in occupations.

**Implements Intervention:** implements intervention effectively in collaboration with clients, caregivers and others.

**Therapeutic Use of Self and play:** Effectively interacts with clients to facilitate accomplishment of goals.

**Modifies Intervention Plan:** Monitors the client’s status in order to update, change or terminate intervention plan.

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<td>1. generate, with OTR, plan of care on about 3 clients/week.</td>
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<td>2. generate “Coach Playbook” (three phases of treatment) for at least 3 clients per week.</td>
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<td>3. engage unmotivated clients through interests, and grading tasks.</td>
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<td>4. develop competency setting up equipment and activities.</td>
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<td>5. recommend home programs</td>
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<td>6. demonstrate competent SI techniques and NDT techniques and full understanding of rationale.</td>
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<td>7. <strong>Initiate Program Development Project</strong> (preparation, research interest, research marketability, generate proposal)</td>
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<td>1. modify intervention as client’s status changes and plan for discharge.</td>
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<td>2. develop creativity setting up equipment and activities.</td>
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<td>3. <strong>Implementation of Program, plan for its continuation if appropriate, re-assess effectiveness.</strong></td>
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**Week 9-12**

Increase independence.

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<th>V. Management of OT Services</th>
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| **Supervision:** demonstrates appropriate responsibilities to and ability to collaborate with occupational therapy assistant. | -Modifying own schedule while making sure to not negatively impact other therapy schedules and keeping self with as much billable patient time as possible by filling in cancellations, following up on rescheduling missed sessions and keeping office staff informed of possible availability on clients’ part. | 1. learn to read and interpret schedule  
2. if have extra time, join another therapist even if it is to assist another discipline  
3. turn in your service report forms every week  
4. mark clients on schedule as seen  
5. collaborate with COTA |
| **Finances:** understands procedures relevant to costs and funding as well as productivity in relation to volume of work expected during a period of time. | -Meeting deadlines | Week 5-8  
1. generate own service report forms for all clients you are responsible for on a weekly basis. |

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| **Verbal/Nonverbal Communication:** Clearly and effectively communicates with significant people. | -dominate Spanish as much as possible  
-dominates English as much as possible  
-Writing must be legible, spelled correctly, correct grammar and translated to other languages at times.  
-Webpage Newsletter Project. | 1. complete the notes up to standards  
2. turn in on time all paperwork  
3. develop one webpage Newsletter regarding subject chosen with therapist. |
| **Written Communication:** Produces clear and accurate documentation according to site requirements. Legible, spelling, grammar. |  | Week 9-12  
Increase independence. |

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<td>VII. Professional Behaviors</td>
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<td><strong>Self-Responsibility:</strong> Seeking out learning opportunities and interactions with supervisor</td>
<td>-Motivated to research on own</td>
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<td>-Asks questions</td>
<td>1. be dependable, responsible, professional, respectful, helpful and proactive in looking for things that need to be done as an OT, a team member and an employee.</td>
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<td><strong>Responds to Feedback:</strong> Responds well to feedback.</td>
<td>-Responds well to feedback and then adjust skills/behavior accordingly and immediately.</td>
<td>2. understand their impact on the “business” side of the facility including bill sheets, private insurance sheets, Medicaid or Medicare coverage requirements.</td>
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<td><strong>Work Behaviors:</strong> Demonstrates consistent work behaviors including initiative, preparedness, dependability and work site maintenance.</td>
<td>-Dependable, initiates light housekeeping when able, maintains worksite and kits organized.</td>
<td><strong>Week 5-8</strong></td>
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<td>-Punctual</td>
<td>1. generate new ideas for resources, referrals and referral sources</td>
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<td>-Develops friendships with co-workers without weakening the integrity of their professional relationship.</td>
<td>2. sell themselves to clients, parents and the community</td>
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<td><strong>Time Management:</strong> Demonstrates effective time management.</td>
<td>-Helps caregivers and clients to feel like you are the best therapist for them and you have their best interest in mind.</td>
<td><strong>Week 9-12</strong> Increase independence.</td>
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<td><strong>Interpersonal Skills:</strong> Demonstrates positive attitude, cooperative, flexible, tact and empathy. Patience for families.</td>
<td>-Understand and respect cultural diversity.</td>
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<td><strong>Cultural Competence:</strong> Demonstrates respect for cultural and social diversity factors.</td>
<td>-Understanding their role in the facility, value its unique principals -understand the therapists’ financial impact on the business.</td>
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