BUTLER HOSPITAL
LEVEL II FIELDWORK SITE-SPECIFIC OBJECTIVES

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.
   - Demonstrates work behaviors that reflect an understanding of professional standards and code of ethics appropriate to the practice environment.
   - Maintains appropriate boundaries.
   - Observes federal and state regulations relating to confidentiality.
   - Recognizes and appreciates that professional standards and code of ethics are an integral component of being a professional.
   - Identifies and addresses ethical concerns in the context of clinical supervision.

2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
   - Demonstrates awareness and understanding of observation levels.
   - Reviews chart and/or seeks to understand information from appropriate sources to attend to changes in status; asks questions when in doubt.
   - Maintains sharps count.
   - Maintains an awareness of and adheres to all pertinent hospital safety policies and procedures.

3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
   - Aware of role during restraint and seclusions on the unit.
   - Demonstrates the ability to de-escalate patients.
   - Utilizes appropriate body mechanics in working with patients.
   - Identifies and reports safety concerns to supervisor and/or appropriate clinical staff.
   - Assesses own ability to provide safe treatment and identifies situations that require further knowledge and/or assistance.

II. BASICS 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.
   - Demonstrates the ability to effectively articulate and translate the importance, values, and beliefs of occupational therapy in the client's overall treatment plan at a level that client, family, significant other, colleagues, service providers, and the public are able to understand.

- Selects activities that reflect an understanding of the patient's interests and occupational values.

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.
   - Demonstrates the ability to effectively articulate, translate, and use occupation as a primary method in the person's overall intervention plan.
   - Able to articulate to patients and staff the rationale behind a selected activity.

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.
   - Able to communicate clearly the rationale for occupational therapy assessment and interventions provided to patients, families, and the treatment team.

7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.
   - Able to collaboratively discuss and set goals with patients in the context of both individual and group interactions that reflect a logical sequence of goal attainment.
   - Recognizes the importance of involving the patient/family/team members/significant others in goal setting and intervention process.
   - Follows through with plans made with the patient/family/significant others by ordering or providing equipment and/or making arrangements for out-patient therapy or a home program.

III. EVALUATION AND SCREENING

8. **Articulates a clear and logical rationale** for the evaluation process.
   - Demonstrates the ability to effectively articulate a logical rationale for evaluation to the patient/family/significant other/staff.
   - Able to understand and utilize the Cognitive Disabilities Frame of Reference to assess patient function during task group and milieu activities.

9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
   - Understands the use of a specific tool in relationship to identified patient's condition.

10. **Determines client's occupational profile** and performance through appropriate assessment methods.
    - Demonstrates familiarity with and comfort when interviewing patients.

11. **Assess client factors and context(s)** that support or hinder occupational performance.
    - Assessment tools may include: OTAPS, Bruininks, VMI, TVPS, mobility assessments, Sensory Profile, and group observations.
    - Screening tools may include: OTTOAS, observations during task groups.

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.
    - Accepts responsibility and is aware of the importance of thorough data gathering.
    - Demonstrates an understanding of psychiatric diagnosis and its impact on occupational performance.
    - Selects and filters relevant and important information from all data collected.

13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.
    - Accepts responsibility and is aware of the importance of accurate assessment.
    - Observes standardized techniques in using standardized assessment tools.
    - Able to articulate the value of selected standard assessment tools and able to describe the relationship between methodology and data gathering.

14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.
    - Able to adapt the assessment process according to patient's individual needs.

15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.
    - Able to objectively analyze and select pertinent data from assessment to develop an accurate profile of the patient's strengths and weaknesses.
    - Interprets data objectively and according to standardized or non-standardized method.
    - Uses sound clinical reasoning.

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.
    - Able to utilize the evaluation process to determine what the patient's needs will be as they progress to a lower level of care.
    - Able to identify continued treatment needs and compensatory strategies for the patient to be successfully discharged from the acute hospital setting.

17. **Documents the results of the evaluation process** that demonstrates objective measurements of client's occupational performance.
    - Documents results of the assessment and reassessment following department policies and procedures.
    - Reports verbally and/or in writing unusual or critical information gathered during the assessment to the appropriate staff members.
    - Reports performance data objectively.
    - Contributes to the discharge plan in a manner that reflects an understanding of functional level at the time of the patient's discharge and the available environmental supports in the anticipated discharge setting.

IV. INTERVENTION

18. **Articulates a clear and logical rationale** for the intervention process.
    - Uses sound clinical reasoning in discussing the intervention plan with the supervisor/patient/family/staff.
    - Communicates clearly and concisely.
    - Varies language depending on audience.
    - Demonstrates flexibility in utilizing alternative educational methods when standard methods are ineffective.

19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
    - Uses sound clinical reasoning backed by published research and/or relevant resources to make informed intervention decisions.
    - Reviews assigned articles during supervision.

20. **Chooses occupations** that motivate and challenge clients.
    - Uses 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.
    - Uses preparatory activities that support occupation-based performance.
    - Uses goal-oriented occupations and/or activities that are meaningful to the patient.

21. **Selects relevant occupations** to facilitate clients meeting established goals.
    - Chooses graded activities and/or preparatory activities that will be most effective in maximizing the patient's occupational performance and allows for ongoing assessment of the patient's functional capacity and readiness for discharge.

22. **Implements intervention plans that are client-centered.**
    - Recognizes importance of client-centered practice and involvement of family and caregivers in the treatment process**.**

23. **Implements intervention plans that are occupation-based.**
    - Offers occupations (occupation-based activity, purposeful activity, preparatory methods) that match the patient's performance skills, patterns, context, activity demands, and patient factors.
    - Recognizes the value in using the most effective strategy to achieve individual goals and maximizes the patient's interest in the treatment program.

24. **Modifies task approach, occupations, and the environment** to maximize client performance.
    - Demonstrates the ability to identify more than one appropriate strategy for a given problem area.
    - Appropriately revises and adjusts selected activities to adapt to a change in the patient's condition.

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.
    - Demonstrates clinical reasoning skills to identify steps to solve problems in patient treatment and establish goals.
    - Selects and synthesizes available data when making decisions about treatment.
    - Grades and/or changes activity or method to achieve treatment goals.

26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.
    - Writes progress notes to clearly indicate measurable behavioral response to treatment.
    - Uses correct grammar and spelling and follows facility format for documentation to assure reimbursement.
    - Discriminates between relevant and irrelevant material.
    - Accepts responsibility for timely written documentation and initiates oral reports independently.

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.
    - Able to articulate an understanding of the role delineation between the various levels of professional and paraprofessional staff, including OTAs and activity therapists.
    - Works collaboratively with interns, activity therapists, and nursing staff to plan successful treatment and milieu management strategies.

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.
    - Articulates an understanding of the role of the OTA in the behavioral health care setting in a manner that reflects a value and appreciation for the contribution of the OTA.
    - Collaborates with the OTA or other relevant personnel to plan strategies based on accurate analyses of the activity demands and context of the intervention.

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.
    - Monitors the use of supplies on the unit.
    - Follows department policy when requesting supplies from dietary services.

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
    - Demonstrates flexibility in adjusting priorities to meet the established goals of the department.
    - Able to adjust pace and prioritize daily responsibilities.

31. **Produces the volume of work** required in the expected time frame.
    - Organizes treatment and nontreatment responsibilities in order to ensure that responsibilities are completed in a timely and professional manner.
    - Calculates the amount of time needed to complete a task and, if necessary, uses time outside of the clinic for task completion.
    - Differentiates the importance of each task and prioritizes tasks so that they are completed in a timely and professional manner.

VI. COMMUNICATION

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.
    - Develops and maintains rapport with patients, families, and significant others that enhances the therapeutic relationship.

33. **Produces clear and accurate documentation** according to site requirements.
    - Progress notes are concise and reflect information on occupational performance.
    - Reports unusual and/or critical information in writing.

34. **All written communication is legible,** using proper spelling, punctuation, and grammar.

35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.
    - Able to use nontechnical terms to identify deficit areas and communicate treatment recommendations.
    - Adheres to Butler Hospital's policy regarding acceptable abbreviations.

VII. PROFESSIONAL BEHAVIORS

36. **Collaborates with supervisor(s)** to maximize the learning experience.
    - Accepts responsibility for initiating professional learning experiences.
    - Self-directed in determining learning strengths and challenges.
    - Collaborates with supervisor to structure optimal learning opportunities.

37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.
    - Defines personal expectations and goals for the affiliation including the desired amount of supervision and style of supervision that would enhance attainment of goals and would be conducive to individual learning styles.
    - Independently seeks and participates in opportunities for improving skills.

38. **Responds constructively to feedback.**
    - Adjusts behavior in response to cues and direction from supervisor, staff, and the environment.

39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.
    - Consistently maintains professional behaviors in the workplace. This includes, but is not limited to, taking initiative, being prepared and dependable, and assuming a professional demeanor.
    - Arrives on time and consistently completes work assignments on time.

40. **Demonstrates effective time management.**
    - Organizes treatment and nontreatment responsibilities in order to ensure that responsibilities are completed in a timely and professional manner.

41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.
    - Consistently maintains professional behaviors in the workplace, including, but is not limited to, professional appearance, showing respect for other professionals, and presenting in a professional and confident manner.
    - Develops and maintains rapport with patients that enhances the therapeutic relationship**.**

42. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
    - Respectful and open to diverse backgrounds and ideas in the treatment setting. Seeks to understand the patient's perspective and context when collaborating in treatment. Careful to not impose one's own beliefs and values on clients.
    - Able to access translation services as needed.

Reference: Walens & Garcia, 2004, *Behavioral Objectives for Fieldwork Performance Evaluation for the Occupational Therapy Student.*

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