Shepherd Center
Atlanta, Georgia
Occupational Therapy Student Program
Fieldwork 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.
   - Maintains strict patient confidentiality
   - Interacts professionally and respectfully with patients, families, and staff.
   - Establishes and maintains a therapeutic relationship with the patient
   - Maintains quality patient care and patient satisfaction as guidelines for professional behavior

2. **Adheres to safety regulations:** Anticipates potentially hazardous situations and takes steps to prevent accidents.
   - Utilizes infection control precautions and procedures
   - Maintains clear and orderly work area by returning equipment and supplies
   - Follows 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.
   - Provides safe supervision of patients during high-risk activities
   - Refrains from use of equipment or procedures unless trained
   - Seeks and is receptive to supervision to ensure patient safety
   - Demonstrates willingness to function within constraints of center policies and procedures

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.
   - Explains 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.
   - Explains how and why occupation is used as a means to an end
   - Explains how and why occupational therapy practitioners are client-centered
   - Thoroughly instructs other disciplines in carrying out treatment procedures initiated by OT

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.
    - Verbalizes the differences in role delineation for an OT, OTA, and Rehab Technician within the practice setting.

7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.
    - Establishes treatment priorities after discussing goals with all concerned parties
    - Reviews 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.
    - States 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.
    - Identifies conditions and precautions associated with apparent deficits of assigned patients.
    - Selects appropriate component areas to assess, based on the center's practices and the patient's level of apparent deficits and secondary diagnoses and complications

10. **Determines client's occupational profile** and performance through appropriate assessment methods.
    - Reads the client's clinical evaluation prior to initiating evaluation, and verbalizes an understanding of the client's premorbid occupational performance.

11. **Assesses client factors and context(s)** that support or hinder occupational performance.
    - Utilizes correct procedures for assessing individual performance areas
    - Selects 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.
    - Interviews patient or caregiver to obtain relevant information

- Listens to input from other team members

13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.
    - Maintains objectivity in observing and assessing areas where standardization is not an option
    - Demonstrates an understanding of FIM language and terminology to assess areas of self-care

14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.
    - Alters methods of instructing the patient to accommodate limitations in cognition/communication as needed
    - Alters methods of assessing performance areas where medical complications or restrictions exist

15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges
    - Determines correct neurological and functional levels based on evaluation results
    - Determines correct FIM levels for self-care levels of functioning
    - Determines correct DRS levels of functioning at admission and discharge (ABI only)
    - Determines correct ASIA levels on the initial assessment

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.
    - Identifies functional limitations affecting self-care performance
    - Sets long-term goals that are attainable for the patient, based on diagnosis and realistic assessment of the client's strengths and limitations
    - Sets short-term goals in specific, objective, and measurable terms
    - Is able to prioritize interdisciplinary team goals
    - Incorporates patient 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.
    - Follows correct procedures for documenting evaluations accurately
    - Thoroughly addresses all problem areas
    - Summarizes evaluations clearly and concisely in note
    - Follows correct processes for recording goniometry, manual muscle testing, and ASIA results

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IV. INTERVENTION

18. **Articulates a clear and logical rationale** for the intervention process.
    - Completes thorough treatment plans for clients
    - Prioritizes problem areas and addresses foundation skills needed for treatment progressions

19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.

20. **Chooses occupations** that motivate and challenge clients.
    - Facilitates self-care activities for eating, grooming, bathing, dressing, and toileting skills
    - Directs patient performance in areas of IADLs as the functional level allows

21. **Selects relevant occupations** to facilitate clients meeting established goals.
    - Demonstrates functional-based interventions for self-care performance components
    - Directs patient performance in areas of IADLs as functional level allows
    - Participates in community re-entry outings
    - Refers and implements group-based participation to address problem areas

22. **Implements intervention plans that are client-centered.**
    - Incorporates patient priorities into established goals
    - Schedules and performs ADLs/AM programs appropriate to the patient's level of participation
    - Considers age level when directing all patient care activities

23. **Implements intervention plans that are occupation-based.**
    - Directs self-care remediation
    - Utilizes purposeful activities during treatment sessions
    - Demonstrates awareness of the patient's various life roles in selecting activities
    - Selects activities that are meaningful and relevant to the patient

24. **Modifies task approach, occupations, and the environment** to maximize client performance.
    - Identifies and addresses underlying problems and prerequisite skills to promote gains in higher-level functional skills

- Grades and modifies treatment activities to provide effective treatment for the patient's current status
- Selects activities considering patient abilities to promote progress without undue frustration
- Selects activities by taking into account patient preferences, values, and age

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.
    - Identifies appropriate goals to address underlying factors that impede functional progress
    - Recognizes changes in the patient's physical, emotional, or cognitive status and adjusts the program to promote optimal progress

26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.
    - Accurately documents patient FIM scores and outcomes for self-care
    - Updates status of goals; short term goals do not continue for more than two reporting periods if not met
    - Problem-solves with patient and team members to establish goals that are realistic and incorporate the potential discharge situation
    - Uses 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.
    - Directs therapy technicians in performing patient care activities within the scope of SC practice standards

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.
    - Verbalizes process for collaboration with the OTA within the specific practice setting

29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.
    - Ensures that patient care time is used productively
    - Notifies supervisor of charges for supplies, equipment, and time
    - Verbalizes an understanding of costs for purchasing adaptive equipment or devices, or DME within the practice setting

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
    - Arrives promptly to scheduled meetings and treatment sessions.
    - Completes assignments by scheduled deadlines
    - Schedules patient treatments to make optimal use of treatment time given current assignment and caseload
    - Utilizes unscheduled time to increase learning
    - Maintains personal schedules and lists to ensure timely completion of responsibilities
    - Prepares in advance for meetings and treatments
    - Notifies supervisor and OT educator when problems arise

31. **Produces the volume of work** required in the expected time frame.
    - Adjusts work pace to accommodate increased workload
    - Provides assistance to other staff members when able
    - Recognizes when current workload prohibits helping others

VI. COMMUNICATION

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.

33. **Produces clear and accurate documentation** according to site requirements.
    - Completes written treatment or care plans as assigned by supervisor for review
    - Complies with SC policy for approved abbreviations
    - Follows SC policies and procedures for documentation

34. **All written communication is legible,** using proper spelling, punctuation, and grammar.
    - Complies with SC policy for approved abbreviations

35. **Uses language appropriate to the recipient** of the information, including, but not limited to funding agencies and regulatory agencies.

VII. PROFESSIONAL BEHAVIORS

36. **Collaborates with supervisor(s)** to maximize the learning experience.
    - Asks questions when uncertain
    - Notifies supervisor of unusual occurrences or circumstances
    - Identifies, communicates, and uses own optimal learning methods and styles

- Recognizes communication styles of self and supervisor; adjusts style as needed to promote optimal communication with supervisor
- Uses discretion in wording and timing of questions asked of supervisor
- Demonstrates receptiveness to feedback and input from supervisors
- Actively seeks feedback on performance

37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.
    - Attends regularly scheduled staff meetings and in-service opportunities in practice area
    - Collaborates with OT educator to participate in additional learning opportunities and observations center-wide

38. **Responds constructively to feedback.**

39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.

40. **Demonstrates effective time management.**

41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.

42. **Demonstrates respect for diversity factors** of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.