

Level I Fieldwork Behavioral Objectives

ACOTE states *the goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process (C.1.8). Qualified personnel supervise Level I fieldwork. Examples may include, but not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists (C.1.9).*

At Saint Francis University (SFU), the student is required to complete *three* Level I fieldworks. The fieldworks are incorporated into OT 401, OT 402, and OT 403. The Level I fieldwork objectives adopted by the Occupational Therapy Program at SFU were the objectives taken from a study conducted at University of Wisconsin-Madison. The **Ten Generic Abilities* are characteristics or behaviors that are explicitly part of the profession's core of knowledge and technical skill required for the success in the profession.

The student receives a copy of the Department Handbook which outlines the agreed upon fieldwork behavioral objectives. These objectives are made known to the student on Blackboard in the Fieldwork Folder and also discussed during the fieldwork preparation lecture prior to fieldwork (C.1.2). The student is formally evaluated by the FWE'd while on Level I FW using these agreed upon Generic Abilities (C.1.10).

*Generic Abilities	*Objectives, the student will:
1. Commitment to Learning	Demonstrate the ability to self-assess, self-correct and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. Interpersonal Skills	Interact effectively with clients, families, colleagues, other health care professional and the community. Deals effectively with cultural and ethnical diversity issues.
3. Communication skills	Demonstrate the ability to communicate effectively, verbally and in writing, for varied audiences and purposes.
4. Effective Use of Time	Demonstrate the ability to obtain the maximum benefit from a minimum investment of time and resources.
5. Use of Constructive Feedback	Demonstrate the ability to identify sources, seeks out feedback, and effectively uses the feedback for improving personal interaction.
6. Problem-Solving	Demonstrate the ability to recognize & define problems, analyze data, develop & implement solutions & evaluate outcomes.
7. Professionalism	Exhibit appropriate professional conduct and appearance to represent the profession effectively.
8. Responsibility	Fulfill commitments and will be accountable for actions and outcomes.
9. Critical Thinking	Demonstrate the ability to question logically: to identify, generate and evaluate elements of logical argument; to recognize and differentiate facts, illusion, assumptions and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. Stress Management	Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.

Developed by the Physical Therapy Program, University of Wisconsin-Madison, May, W., et al. *Journal of Physical Therapy Education*. 9:1, Spring 1995.

Saint Francis University Level I Fieldwork Evaluation

Student Name:

Fieldwork Educator(s):

Fieldwork Site:

Professional Behaviors	Excellent	Good	Fair	Poor	N/A	Comments
Points	5.0	4.1	3.6	3.1		
1. Commitment to Learning Demonstrates the ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.	4	3	2	1	N/A	
2. Interpersonal Skills Interacts effectively with clients, families, colleagues, other health care professionals, and the community. Deals effectively with cultural and ethnical diversity issues.	4	3	2	1	N/A	
3. Communication skills Demonstrates the ability to communicate effectively, verbally and in writing, for varied audiences and purposes.	4	3	2	1	N/A	
4. Effective Use of Time and Resources Demonstrates the ability to obtain the maximum benefit from a minimum investment of time and resources.	4	3	2	1	N/A	
5. Use of Constructive Feedback Demonstrates the ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.	4	3	2	1	N/A	
6. Problem-Solving Demonstrates the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.	4	3	2	1	N/A	

7. Professionalism Exhibits appropriate professional conduct and appearance in order to represent the profession effectively.	4	3	2	1	N/A	
8. Responsibility Fulfills commitments and will be accountable for actions and outcomes.	4	3	2	1	N/A	
9. Critical Thinking Demonstrates the ability to question logically: to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.	4	3	2	1	N/A	
10. Stress Management Demonstrates the ability to identify sources of stress and to develop effective coping behaviors.	4	3	2	1	N/A	

I have appraised the student and have conducted an interview.

Fieldwork Educator's Signature: _____

The student's signature confirms that an interview was conducted, but does not necessarily mean that student agrees or disagrees with this evaluation.

Student's Signature: _____

The *Ten Generic Abilities* were identified through a study conducted at UW-Madison in 1991-92.

The evaluation process is a collaborative effort among the students and the fieldwork sites. The AFWC will discuss the student experiences during and after fieldwork rotations and communicate with the affiliating company to discuss the overall preparation of the students.