

Level II Fieldwork Behavioral Objectives

These 42 Behavioral Objectives are reflective of the AOTA Level II fieldwork evaluation and will be reviewed with each fieldwork site prior to establishing an AA/MOU. The AFWC and the fieldwork educator also collaborate in establishing the fieldwork objectives (C.1.3). Prior to the student's fieldwork these objectives will be reviewed and a copy included in the student's fieldwork packet. These objectives will be made known to the student in the Master of Occupational Therapy Program Department Handbook and during each semester's fieldwork preparation lecture.

As required by the American Occupational Therapy Association, Saint Francis University and the fieldwork sites must *document a plan to assure collaboration between academic and fieldwork representatives. The plan shall include agreed upon fieldwork objectives that are documented and made known to the student.* The AFWC will collaborate with fieldwork educators to review, maintain, and develop site specific behavioral objectives, under each of the following categories The Level II fieldwork behavioral objectives and assessment measures demonstrate promotion of clinical reasoning and reflective practice, as well as, demonstration of promotion of ethical practice and professionalism (C.1.2 and C.1.3).

The student will be given a copy of the Department Handbook that outlines the fieldwork behavioral objectives and the objectives are made known to the student on Blackboard in the Fieldwork Folder. These behavioral objectives will also be verbally outlined with the student during fieldwork preparation lecture prior to each fieldwork.

Level II fieldwork may be completed at a minimum in one setting and in a maximum of four different settings (C.1.12). If a student chooses to complete Level II fieldwork in one setting, that setting must be reflective of more than one practice area. Note, Level I fieldwork is not substituted for any part of Level II fieldwork (C.1.10).

Section 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 subjects research.

Adheres to safety regulations: Adheres consistently 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.

Section II. Basic Tenets:

Clearly and confidently articulates the values and beliefs of the occupational therapy profession to client, families, significant others, colleagues, service providers, and the public.

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.

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.

Collaborates with client, family, and significant others throughout the occupational therapy process.

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Section III. Evaluation and Screening:

Articulates a clear and logical rationale for the evaluation process.

Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

Determines client's occupational profile and performance through appropriate assessment methods.

Assesses client factors and context(s) that supports or hinder occupational performance.

Obtains sufficient and necessary information for relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

Administers assessments in a uniform manner to ensure findings are valid and reliable.

Adjusts/modifies the assessment procedures based on client's needs, behaviors, and culture.

Interprets evaluation results to determine client's occupational performance strengths and challenges.

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.

Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.

Section IV. Interventions:

Articulates a clear and logical rationale for the intervention process.

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

Chooses occupations that motivate and challenge clients.

Selects relevant occupations to facilitate clients meeting established goals.

Implements intervention plans that are client-centered.

Implements intervention plans that are occupation-based.

Modifies task approach, occupations, and the environment to maximize client performance

Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.

Documents client's response to services in a manner that demonstrates the efficacy of interventions.

Section V. Management of Occupational Therapy Services:

Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.

Demonstrates understanding of the costs and funding related to occupational therapy services at this site.

Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.

Produces the volume of work required in the expected time frame.

Section VI. Communication:

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

Produces clear and accurate documentation according to site requirements. All written communication is legible, using proper spelling, punctuation, and grammar.

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

Section VII. Professional Behaviors:

Collaborates with supervisor(s) to maximize the learning experience.

Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.

Responds constructively to feedback.

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

Demonstrates effective time management.

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

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