LEHIGH CARBON COMMUNITY COLLEGE
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Behavioral Objectives
Fieldwork Level II Experience

The following behavioral objectives are offered as a guideline to follow for an Occupational Therapy Assistant Student on FW II. You may modify these objectives to fit your facility, or choose to implement the objectives as identified. Please remember these objectives are to be implemented under supervision, and in collaboration with an Occupational Therapist. Remember the OTA student on FW II is there to learn, and will gradually develop competence in these skills through the mentoring of the FW Educator over the course of the FW experience. The OTA student is not expected to replace or substitute for the facility’s regular OT employees.

Each objective is referenced to the Fieldwork Performance Evaluation For The Occupational Therapy Assistant Student, 2002.

I. Fundamentals of Practice

1. Ethics: (Adheres to AOTA code of ethics and facility policies and procedures)
   a. respects client's/family's right to confidentiality by only discussing client with other team members directly related to the client's care.
   b. keeps all documentation in a secure place with client's name shielded.
   c. provides privacy for treatment sessions and caregiver meetings.
   d. respects client and caregiver decisions regarding their treatment.
   e. adheres to the policies and procedures of the facility.
   f. seeks clarification of policies and procedures as needed.
      ex.  dress code  HIPAA
           use of equipment  Fall Prevention
           infection control
           attending meetings

2. Safety: (Adheres to safety regulations, anticipates hazards, prevent accidents)
   a. follows all safety procedures including standard precautions and safety policies and procedures of the facility.
   b. maintains all equipment and supplies in a safe and/or locked manner as appropriate and reviewed by supervisor.
   c. reports any improper usage, missing, or malfunctioning equipment to the supervisor as soon as possible.
   d. assists in the maintenance of departmental equipment as required.
   e. independently researches additional information regarding safety, equipment, prevention, precautions, and contraindications specific to a client on the student's caseload or as assigned.
3. Safety: (Uses sound judgment in regards to safety of self and others)
   a. able to verbalize precautions related to client diagnosis.
   b. provides correct instruction to client regarding precautions, prevention, and wellness.
   c. assesses the environment, client responses, client location, and appropriate use of equipment before, during, and after treatment, and adapts as needed.
   d. reports, describes, and documents client behavior that is inappropriate or dangerous to the client or others.
   e. utilizes safe and proper body mechanics during all client handling activities.
   f. dresses in clothing and footwear that insures safety of the student and the client.

II. Basic Tenets of Occupational Therapy

4. Occupational Therapy Philosophy: (Communicates value/belief of OT)
   a. clearly communicates the philosophy of Occupational Therapy including: the value and use of occupation and activity.
   b. provides explanations at a level appropriate to the audience.
   c. explains the purpose and role of OT to clients, caregivers, team members, and others during the initial contact and throughout as needed.

5. OT/OTA Roles: (Communicates role of OT/OTA)
   a. clearly communicates the roles of the OT and the OTA to clients, caregivers, and the larger community.
   b. is able to answer questions from clients, caregivers, and the larger community regarding OTA/OT roles.
   c. is aware of and able to discuss the supervision requirements for an OTA.

6. Evidence-Based Practice: (Makes informed practice decisions)
   a. participates in scholarly activities including discussion with OT’s and other professionals regarding current trends in health care
   b. utilizes published research to make informed practice decisions and identifies strengths and weaknesses of scholarly material
   c. independently completes literature review for new information regarding current practice and treatment.
   d. takes initiative to utilize resources available and to access new resources.
   e. uses nontreatment time to conduct independent research.
   f. is able to discuss the importance of evidence-based practice
   g. is able to identify and discuss the impact that evidence (both limited and quality of) has regarding OT practice.

III. Evaluation/Screening

7. Gathers Data: (Under supervision, gathers relevant client information regarding client occupation)
   a. gathers relevant information from client, chart, family members, and treatment team.
   b. obtains data regarding client occupations, self-care, productivity, leisure, previous level of functioning, family support, home environment, and client goals.
   c. utilizes and understands professional abbreviations.
   d. locates pertinent data in the electronic or written medical record.
e. actively and independently seeks information from the client.
f. initiates and completes all steps of data collection.

8. Administers Assessments: (Establishes service competency in assessment: medical record review, interview, observation, assessment tools within context of service delivery setting)
   a. Medical Record / Chart review
      (1) demonstrates an understanding of the structure of medical or school based record, both written and electronic.
      (2) completes review of electronic medical record or written record independently, after initial instruction and guidance.
      (3) researches and utilizes professional/medical abbreviations.
   b. Interview
      (1) questions client/family regarding occupational profile including: occupational performance, past history, and goals.
      (2) questions client regarding their understanding of their condition, present needs, and future prevention and wellness information as appropriate.
      (3) appropriately utilizes interest checklist or lifestyle performance questionnaire.
   c. Observation
      (1) notes client appearance including: dress, hygiene, eye contact, posture, movement, cognitive skills of orientation, confusion, behavior, motor skills, and hand skills.
      (2) is aware of positioning devices or restraints (such as abduction wedges, etc.).
      (3) is able to correctly note client's levels of function (MIN ̅, etc.).
      (4) notes changes in client during treatment (ex. cognition- confusion, psychosocial- aggression, physical- fatigue, edema, etc.)
   d. Assessments/Evaluations/Screenings
      (1) following instruction and demonstration, the OTA student under supervision correctly administers evaluations and assessments assigned that are appropriate for the OTA in the specific setting, examples may include:
         • VMI - SLUMS
         • Handwriting - MOCA
         • Occupational Profile - TUG
         • 9-hole peg - Functional Reach
         • dynamometer/pinchmeter - Mini Mental
         • goniometer - Functional Dexterity Test
         • ADL or IADL assess (BADL, PADL) - Box and Blocks
         • MVPT - Interest checklist
         • Allens Cognitive Assessment - COMPS
         • Denver II
         • heart rate/blood pressure
         • KELS
         • COTE Scale
         • and additional evaluations as utilized in each facility.
      (2) follows standardization and administration requirement.
      (3) explains the assessment procedure in own words, if not standardized and at a level for client understanding.
      (4) familiarizes self with administration requirements through review of test manual.
9. **Interprets:** (Assists in interpreting in collaboration with the OT)
   a. correctly references norms or typical performance as a base for client's performance.
   b. identifies impact of performance below norms on client's participation in occupations.
   c. is able to identify factors which may have affected the client's performance during the assessment procedure.
   d. reflects client's goals when reviewing assessment findings.

10. **Reports:** (Reports accurately in a clear, concise manner that reflects the client's status and goals)
    a. shares interview, observation, and assessment information with OTR/COTA supervisor and team members as appropriate.
    b. accurately prepares electronic and or written reports to share with team members as required.
    c. takes initiative to share findings with supervisor.

11. **Establish Goals:** (Develops client-centered and occupation-based goals in collaboration with the OT)
    a. discusses occupation based goals with client
    b. correctly identifies and establishes short versus long-term goals.
    c. prioritizes goals based on client needs, status, and the practice setting.
    d. goals reflect client interests, occupational history, and present desire for occupation.
    e. presents appropriate goals based on family, client needs, and anticipated discharge plans.
    f. modifies goals following collaboration with OT.
    g. relates goals to client participation in occupation versus improvement in function alone

IV. **Intervention**

12. **Plans Intervention:** (In collaboration with the OT, establishes methods, duration, frequency of interventions that are client centered and occupation based, and reflect context of setting)
    a. student develops intervention plan keeping in mind client short- and long-term goals.
    b. includes intervention that addresses wellness and injury prevention as appropriate.
    c. student is able to prioritize treatments

13. **Selects Intervention:** (Selects and sequences relevant interventions that promote the clients' participation in occupations)
    a. is able to grade intervention selected for clients' initial status and beyond.
    b. identifies a variety of intervention activities that are meaningful to the individual client.
    c. is able to develop a treatment plan with diverse number of interventions to meet the clients’ goals.
    d. utilizes evidence based practice to select interventions.
    e. shares clinical reasoning for selection of interventions
14. Implements Intervention: (Implements occupation-based interventions effectively collaborating with clients, families, significant others, and service providers)
   a. utilizes a variety of intervention activities that are meaningful to the client.
   b. is aware of modification of intervention activities to include diverse performance contexts and group versus individual participation.
   c. informs the client of the treatment activities planned at the beginning of each session.
   d. discusses why intervention is being completed.
   e. explains steps clearly and utilizing appropriate language for the client and caregiver.
   f. is prepared with all materials needed for client treatment session.
   g. is aware of budget restrictions in activity selection.
   h. selects intervention that includes health promotion/wellness, compensation, remediation and/or maintenance of client performance.

15. Activity Analysis: (Grades activities to motivate, challenge, and facilitate progress in clients)
   a. utilizes adaptive equipment to assist client in performance and eliminates equipment when no longer needed.
   b. utilizes the practice framework for analyzing activity.
   c. explains therapeutic benefit of activity based on clear understanding of activity demands.

16. Therapeutic Use of Self: (Effectively interacts with client to facilitate accomplishment of established goals)
   a. utilizes multiple methods to communicate with client/family that is professional and appropriate for the client (verbal, written, electronic demonstration).
   b. paraphrases client comments to facilitate client self-awareness and group process.
   c. redirects client during treatment session as needed.
   d. facilitates and elicits participation from all clients in group setting.
   e. modifies instructions to meet individual client needs.
   f. modifies therapist approach with client based on client's emotional state.
   g. respects the client's right to decline treatment, and encourages client participation in the OT intervention.
   h. offers positive feedback to the client.
   i. follows facility policy regarding dangerous behavior.

17. Modifies Intervention Plan: (Monitors the client status in order to update, change, or terminate the intervention plan in collaboration with the OT)
   a. observes and modifies client intervention based on client emotional state.
   b. makes adjustments to client positioning, set up, and length of treatment based on affect and physiologic factors such as heart rate, BP, and pain level.
   c. recognizes and identifies the need for program change when client has either met goals or has not achieved progress.
   d. takes the initiative to review the need for change in client program with OT.
V. Communication

18. Verbal/Nonverbal: (Clearly and effectively communicates verbally and nonverbally with client, families, significant others, colleagues, service providers, and public)
   a. explains the purpose and role of OT to client, family, team, and others involved in client care as needed during the initial contact.
   b. provides explanations at a level appropriate to the audience.
   c. discusses the value and meaning of occupation and purposeful activity.
   d. participates in the education of the client and caregiver regarding prevention/wellness.
   e. initiates communication with other non-OT team members regarding client progress and follow through with treatment.
   f. actively seeks information from other professionals regarding client care in a timely and consistent manner.
   g. instructs caregiver and others in follow-up activities and therapeutic intervention.
   h. participates in beginning scholarly discussions regarding interventions and client care

19. Written Communication: (Produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation, and grammar)
   a. writes appropriate data within the proper section of the note, chart, and according to the FW site.
   b. utilizes approved abbreviations in documentation.
   c. documentation is completed in a timely manner
   d. utilizes electronic documentation correctly and efficiently
   e. monitors privacy of all documentation following HIPAA

VI. Professional Behaviors

20. Self-Responsibility: (Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor and others)
   a. student observes and asks pertinent questions in regards to client treatment or other staff during treatment.
   b. utilizes non-treatment time to participate in scholarly activities - independent research.
   c. independently takes advantage of all planned learning opportunities.
   d. takes initiative to utilize resources available and to gather new resources.
   e. utilizes published research to make informed practice decisions.
   f. initiates contact with other staff to improve understanding of team roles in treatment.

21. Responses to Feedback: (Responds constructively to feedback)
   a. student independently seeks feedback regarding performance.
   b. modifies his/her behavior in a positive manner following feedback.
   c. is open and accepting to feedback sessions.
   d. initiates contact with academic FW Coor. regarding feedback from supervisor.
22. Work Behaviors: (Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance)
   a. completes, client-related documentation or assignments and has it available for supervisor's review by deadline established.
   b. assists in daily preparation and clean-up of treatment area and cleaning of equipment.
   c. independently returns equipment and supplies to proper place.
   d. notifies staff if equipment is in need of repair.
   e. recognizes unsafe equipment or supplies.
   f. handles personal/professional problems so they do not interfere with fieldwork.
   g. utilizes the facility phone/computers for business purposes, and does not conduct personal business during work hours.

23. Time Management: (Demonstrates effective time management)
   a. is prepared and on time for FW, meetings, and client treatment sessions.
   b. completes all assignments on time and by the required due date as established by the supervisor.
   c. actively seeks to make up time missed.
   d. promptly begins and ends treatment session as scheduled.
   e. independently develops daily or weekly schedule that includes all responsibilities and distributes a copy to identified individuals.
   f. follows the schedule established.

24. Interpersonal Skills: (Demonstrates positive interpersonal skills, including but not limited to cooperation, flexibility, tact, and empathy)
   a. modifies work schedule as needed due to change in caseload or assignments.
   b. participates as an equal team member during committee assignments.
   c. utilizes paraphrasing and effective listening when client/staff discuss difficult issues.

25. Cultural Competence: (Demonstrates respect for diversity factors of others, including but not limited to sociocultural, socioeconomic, spiritual, and lifestyle choices)
   a. is respectful of the client's diversity when selecting intervention activities.
   b. recommends community support groups as appropriate for client.
   c. is respectful of staff diversity issues when sharing at team meetings or other meetings.
   d. independently researches additional information regarding diversity as it pertains to the work/client setting.
   e. supports health and wellness with respect to cultural differences.

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