

VANDERBILT UNIVERSITY MEDICAL CENTER REHABILITATION SERVICES
FIELDWORK LEVEL II OCCUPATIONAL THERAPY ASSISTANT STUDENT WEEKLY
OBJECTIVES

WEEK 1 OBJECTIVITIES- ORIENTATION PHASE

- Complete ½ day hospital orientation.
- Complete the orientation checklist and return all forms from orientation to Lynette or Jim. Discuss work hours and days (you are expected to work your FWE's schedule) and exchange phone numbers.
- Become familiar with the Vanderbilt University Medical Center computerized documentation systems (EPIC training-hospital wide and department specific).
- Observe your fieldwork educator (FWE) 100% of the time perform chart reviews, develop treatment interventions and during all tx sessions.
- Document 1-2 progress notes by the end of this week with assistance as needed by your FWE.
- Begin to discuss various client diagnoses, identify patient's strengths/barriers to progress, treatment goals, treatment interventions, lines/tubes/ventilators, patient/student safety & universal/contact/enhanced/latex/airborne/droplet precautions etc.

WEEK 2 OBJECTIVES:

- Continue observation of your FWE 100% of the time.
- Observe another COTA or occupational therapist in another area if interested.
- Assist your FWE to determine tx interventions, assist with 2 therapy sessions a day and then document 3 progress notes a day by the end of this week with assistance as needed.
- FWE will offer constructive feedback on student's initial performance.

WEEK 3 OBJECTIVES:

- Continue observation of your FWE 100% of the time.
- Assist your FWE to determine therapy interventions, assist with 2-3 tx sessions a day and then document 3-4 progress notes a day by the end of this week with assistance as needed.
- Decide on a topic and date for your in-service, case study, project and/or journal article review. (Each FWE will assist the student to determine a specific student assignment).

WEEK 4 OBJECTIVES-INTEGRATION PHASE

- Continue observation with your FWE 75-100% of the time.
- Demonstrate the ability to independently obtain pertinent information from the chart prior to tx (Precautions, change in status etc).
- Independently determine therapy interventions, provide 2-3 tx sessions a day by the end of the week and then document 3-4 progress notes a day by the end of this week with assistance as needed.
- Complete the midterm and determine students case study, project or in-service (student to complete midterm for a self- assessment to promote communication between student and FWE) and fax to the school if needed. If there are areas of concern please communicate

with Holly/Lynette to determine the need to develop specific objectives to reach entry level functioning.

WEEK 5 OBJECTIVES:

- Continue observation with your FWE about ~50% of the time (based on FWE's discretion).
- Independently obtain the COTA tx list, coordinate sessions with the PT/PTA (throughout week 8), determine therapy interventions, provide 3-4 tx sessions a day by the end of the week and then document 4 progress note with minimal assistance from the FWE.

WEEK 6 OBJECTIVES

- Continue observation with your FWE ~25% of the time (based on FWE's discretion).
- Independently provide 4-5 therapy sessions a day by the end of the week and then document the progress notes.
- Communicate with the primary OT regarding the patient's seen each day

WEEK 7 OBJECTIVES-ENTRY LEVEL PHASE

- Independently provide 5-6 tx sessions a day without direct observation (based on FWE's discretion) and document progress notes. Your FWE will provide you feedback regarding your tx interventions and documentation.
- Continue to communicate with the occupational therapist regarding patient's progress, goals etc.

WEEK 8 OBJECTIVES

- Plan and complete 6-7 tx sessions a day every day this week and document all progress notes daily in a timely manner.
- Communicate with the occupational therapist about patient's progress, goals etc.
- Please return your name tag and orientation binder (place in the bin in the MCE office).
- Complete the Student Evaluation of Fieldwork form and review with your FWE. Also your FWE will review your performance using the AOTA Fieldwork Performance Evaluation.
- Present your case study, project, or in-service to the rehab team.

VANDERBILT UNIVERSITY MEDICAL CENTER DEPARTMENT OF REHABILITATION SERVICES

OCCUPATIONAL THERAPY ASSISTANT FIELDWORK LEVEL II STUDENT OBJECTIVES

- Upon completion of the student's Level II Occupational Therapy affiliation at Vanderbilt University Medical Center the student will demonstrate the following professional skills and behaviors to obtain entry level functioning:

- **I. Fundamentals of Practice:**
- **1. Adheres to the AOTA Code of Ethics and policies & procedures.**
- Student will demonstrate honesty for billing for time spent with the client.
- Student will be aware of the need to ask for assistance and supervision when needed.
- Student will demonstrate professional behavior and adhere to the dress code.
- Student will adhere to the AOTA Code of Ethics and HIPPA guidelines (pt. confidentiality, handling of patient information etc).
- Student will respect client's privacy, wishes and values (cultural, religious etc).

- **2. Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents:**
- Student will thoroughly review the client's chart prior to treatment. The student will be able to identify important lab values, "red flags", read a patient's monitor and verbalize what each of the numbers mean.
- Student will utilize hospital infection control precautions and procedures.
- Student will follow hospital policies in response to an emergency situation.
- Student will take appropriate steps when a hazardous situation is identified.
- Student will choose activities that are age appropriate and safe for all clients including those with physical/emotional/cognitive deficits.

- **3. Uses sound judgment in regard to safety of self and others:**
- Student will set up the environment for safety before treatment and maintain a safe working environment during treatment.
- Student will be knowledgeable about the use of restraints.
- Student will provide safe supervision and handling of clients during therapy.
- Student will demonstrate the ability to monitor vital signs and act appropriately to changes.
- Student will demonstrate the ability to safely manipulate IV poles, lines, tubes, drains, monitors, and catheters, as well as to adhere to MD orders (ROM, dressing changes, splints, weight bearing, NPO etc) and precautions during treatment.
- Student will demonstrate the ability to safely transfer clients from one surface to another.
- Student will use proper body mechanics and demonstrate proper use of devices (gait belts, walker, lifts etc).
- Student will be knowledgeable about restraints and remove/apply correctly.

- **II. Basic Tenets:**

- **4. Clearly communicates the values and beliefs of OT highlighting the use of occupation to clients, families etc:**
- Student will demonstrate the ability to articulate the values, beliefs of OT and the use of occupations to clients, family, and colleagues.
- **5. Communicates the roles of the OT and OTA to clients, families etc:**
- Student will be able to discuss the similarities and/or differences between the two to clients and families.
- **6. Makes informed practice decisions based on published research and relevant informational resources:**
- Student will discuss the rationale of intervention strategies with supervisor with citing of some information from the literature.

- **III. Evaluation and Screening:**

- **7. Under the supervision of and in cooperation with the OT and/or OTA, gathers relevant information regarding a client's occupations of self-care and the factors that support/hinder occupational performance.**
- Student identifies client's areas of occupation strengths and challenges
- **8. Establishes service competency in assessment methods (interview, observation, chart reviews)**
- Student will be able to gather pertinent information from a client's chart prior to tx
- Student will accurately identify and document a client's ADL/mobility level of function.
- **9. Assists with interpretation of assessments in collaboration with the OT:**
- Student will collaborate with the OT to interpret the results of the assessment and then integrate into tx (ie. Provide family education regarding the need to assist client or modify the task of medication management based on the findings of the assessment etc).
- **10. Reports results accurately in a clear, concise manner that reflects the client's status and goals.**
- **11. Develops client-centered and occupation-based goals in collaboration with the OT:**
- Student will collaborate with the OT in goal setting

- **IV. Intervention:**

- **12. Plans Intervention in collaboration with the OT that is client-centered and occupation-based:**
- Student will collaborate with OT to establish methods, duration of frequency of interventions that reflect context of setting.
- **13. Selects interventions that are relevant and occupation-based:**
- Student will select relevant and occupation-based interventions and demonstrate the ability to sequence the client's ability to engage in occupation.
- **14. Implements interventions that are occupation-based:**
- Student will implement effective interventions in collaboration with clients, families, significant others and service providers that are occupation-based.
- **15. Modifies activities appropriately that motivates and challenge clients:**
- Student will demonstrate the ability to perform task analysis and grade activity appropriately in order to facilitate progress.
- **16. Demonstrate the use of therapeutic use of self to interact effectively with clients:**

- Student will effectively interact with client to facilitate the accomplishment of established goals.
- **17. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status:**
- Student will demonstrate clinical reasoning skills to solve problems during therapy session.
- Student will consult with the team and FWE regarding the client's progress and concerns.
- Student will grade/modify activities to achieve goals.
- Student will demonstrate the ability to identify when a client has reached a plateau in therapy and appropriate for discharge.
- Student will communicate with OT updates, modifications and/or termination of plan of care.

- **IV. Communication:**
- **18. Clearly and effectively communicates verbally/nonverbally with client's, families and colleagues:**
- Student will demonstrate active listening skills when working with clients, family members and when talking with his/her FWE.
- Student will develop the therapeutic use of self and maintain a good rapport with clients and family members.
- Student will give clear, concise and effective directions to clients and family members.
- Student will be aware of his/her nonverbal body language and make adjustments as needed when working with clients and family members.
- Student will establish boundaries with clients and family members when necessary.
- Student will provide appropriate support, feedback and validation to clients during therapy session.
- **19. Produces clear and accurate documentation. All writing is using proper grammar, spelling and punctuation:**
- Student will utilize approved abbreviations.
- Student will write clear and concise information (ie. Precautions, barriers to tx, past and current level of function, occupational profile etc) in his/her documentation.

- **V. Professional Behaviors:**
- **20. Self-Responsibility: Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor:**
- Student will develop personal goals to be addressed during his/her affiliation.
- Student will collaborate with his/her FWE to arrange observation of therapist in other areas of the hospital.
- Student will independently seek out learning opportunities to acquire knowledge.
- **21. Responds constructively to feedback:**
- Student will articulate an understanding of constructive feedback provided by the FWE.
- Student will demonstrate a positive and professional change in his/her behavior(s) in response to the FWE's suggestions.
- Student will demonstrate the ability to generalize feedback to other situations.
- **22. Demonstrate consistent work behaviors including initiative, preparedness etc:**
- Student will not utilize a cell phone to talk/text or get on the internet for personal reasons throughout the day, except during his/her lunch hour.

- *Student will arrive on time on scheduled days and arrange for make-up days.*
- Student will maintain a clean and organized work area.
- **23. Demonstrates effective time management:**
- Student will complete all school assignments independently.
- Student will complete all chart reviews and documentation on a daily basis.
- **24. Demonstrates positive interpersonal skills (ie. Flexibility, empathy etc.)**
- Student will demonstrate a positive attitude and interactions with clients, family members, other staff etc.
- Student will demonstrate the ability to be empathetic when working with clients.
- Student will demonstrate the ability to be flexible in the dynamic acute care environment. This includes working weekends/holidays and with various client populations.
- **25. Demonstrates respect for diversity factors of others:**
- Student will acquire a translator when needed.
- Student will show respect and act in a professional manner when working with clients with different lifestyle choices, socioeconomic status, spiritual beliefs etc.

- **References:**
- **USI and facility site objectives form**
- **OSU and facility site objectives form**
- **“New FWFE” objectives from “Using the Fieldwork Performance Evaluation Forms: The Complete Guide” by Karen Atler, AOTA Press, 2003, P. 42-46.**