

**VANDERBILT UNIVERSITY MEDICAL CENTER**  
**DEPARTMENT OF REHABILITATION SERVICES**

**OCCUPATIONAL FIELDWORK LEVEL II STUDENT OBJECTIVES 2021-2022**

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.

I. Fundamentals of Practice:

**1. Adheres to the AOTA Code of Ethics and all federal, state & facility regulations:**

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 and policy & procedures.

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 to safety regulations and reports/documents incidents appropriately:**

Student will create and maintain a safe working environment.

Student will thoroughly review the client's chart prior to treatment.

Student will follow hospital infection control precautions and procedures.

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.

Student will use proper body mechanics and demonstrate proper use of devices (walker, lifts etc).

**3. Ensures the safety of self and other during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.**

Student will be knowledgeable about the use of restraints.

Student will adhere to patient specific precautions during treatment.

Student will provide safe supervision and handling of clients during therapy and use proper body mechanics.

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.

Student will demonstrate the ability to safely transfer clients from one surface to another.

## **II. Basic Tenets:**

### **4. Articulates that values, beliefs & distinct perspective of the OT profession to clients & other parties clearly, confidently and accurately:**

Student will demonstrate the ability to articulate the values, beliefs of OT to clients, family, caregivers and colleagues.

### **5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients & other relevant parties clearly, confidently, and accurately:**

Student will use occupation as primary treatment method and as a means to an end.

Student will be able to articulate that rationale behind use of a selected activity.

Student will explain why an activity was chosen to utilize with a client.

### **6. Articulates the role of OT practitioners to clients and other relevant parties clearly, colleagues.**

Student will verbalize the differences in role delineation between the OT & OTA to clients, families, colleagues.

## **III. Evaluation and Screening:**

### **7. Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference and /or practice models:**

Student will be able to articulate the reasoning for the OT evaluation to the fieldwork educator, client and family.

### **8. Obtains sufficient and necessary information from relevant sources throughout the evaluation process:**

Student will perform a thorough chart review to obtain all pertinent client information prior to the evaluation.

Student will obtain information from client & caregivers.

Student will be aware of the importance of thorough data collection prior to the evaluation.

### **9. Selects relevant screening and assessment tools based on various factors:**

Student will obtain the clients' occupational profile and determine appropriate occupational performance areas (motor skills, process skills etc.) to assess during the evaluation.

Student will identify precautions associated with apparent client deficits.

Student will identify and use appropriate standardized assessments.

**10. Determine client's occupational profile and performance through interview and other appropriate evaluation methods:**

Student will demonstrate the ability to interview clients and family members.

Student will demonstrate the ability to obtain information through skills observation of the client.

Student will integrate the clients' occupational history & experiences and patterns of daily living, interest and values and integrate into the treatment plan.

**11. Evaluates and analyzes client factors & contexts that support or hinder occupational performance:**

Student will identify through evaluation, observation or interview any client factors and contexts that support or hinder occupational performance.

Client factors: Specific characteristics, beliefs that reside within the person and influence performance in occupations. Client factors include beliefs, values, spirituality, body functions and body structures.

Contexts: Variety of interrelated conditions within and surrounding the client that influence performance.

**12. Administers assessments accurately and efficiently to ensure findings are valid and reliable to ensure findings are valid and reliable:**

Student will be knowledgeable about the importance of an accurate assessment of the client.

Student will demonstrate an understanding of the numerical scale on the evaluation to evaluate client's current level of function.

Student will choose appropriate standardized test(s) and consult with the fieldwork educator about the results.

**13. Modifies evaluation procedures based on client factors and contexts:**

Student will demonstrate the ability to adapt/adjust him/herself based on the client's response (verbal, body language, vital sign changes etc.) during the evaluation.

Student will demonstrate the ability to modify his/her communication (verbal and nonverbal) with the client based on their reaction to therapist, educational level, cognitive status, and emotional status.

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

Student will demonstrate the ability to set-appropriate realistic goals.

Student will interpret data gathered through the evaluation to identify client's occupational performance strengths and challenges.

Student will determine challenges to therapeutic intervention based on gathered evaluation data.

**15. Synthesizes and documents the results of the evaluation process clearly, accurately and concisely, using systematic methods to record the client's occupational performance:**

Student will provide documentation in the medical record that is accurate based on the results of the evaluation.

Student will determine an appropriate discharge disposition.

**IV. Interventions:**

**16. Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, and/ or practice models:**

Student will identify appropriate tx interventions.

Student will verbalize to the fieldwork educator, clients and/or family members the rationale as to why a certain activity/task was chosen during therapy.

Student will communicate to fieldwork educator an understanding of the concept of a graded activity.

**17. Establishes an accurate & appropriate client-centered plan based on the evaluation, results, contexts, theories, frames of reference and practice models:**

Student will recommend additional services/referrals and or equipment needs.

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

Student will identify relevant material to therapy intervention(s) and share with fieldwork educator and/or other department members.

**19. Selects client-centered and occupation-based interventions that motivate and challenge clients to achieve goals:**

Student will identify activities that are age appropriate, challenge and motivate that client.

Student will identify treatment activities to obtain client goals.

**20. Implements intervention plans that are client-centered and occupation based:**

Student will use appropriate frame of reference in the development of the treatment plan.

Student will demonstrate the ability to formulate accurate and appropriate treatment plans.

Student will recognize the importance of the involvement of client's family members in the treatment process.

**21. Chooses and, if needed, modifies intervention approach to achieve goals:**

Student will choose activities that maximize the client's occupational performance and allows for ongoing assessment.

**22. Modifies task and/or the environment to maximize the client's performance:**

Student will demonstrate the ability to upgrade, modify/adjust an activity during the therapy session.

**23. Modifies the intervention plan and determines the need for the continuation or discontinuation of services:**

Student will demonstrate clinical reasoning skills to solve problems during therapy session.

Student will consult with the team and fieldwork educator regarding the client's progress and concerns.

Student will demonstrate the ability to identify when a client has reached a plateau in therapy and appropriate for discharge.

**24. Document's client's response to services in a manner that demonstrates the effectiveness of intervention.**

Student will accurately document client's level of function, ROM and strength grads etc. as well as progress throughout treatment sessions.

**V. Management of OT Services:**

**25. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate task to the OTA:**

Student will articulate the role delineation between the OT and COTA's

Student will work collaboratively with the COTA's (if a COTA is assigned to the work area).

**26. Demonstrate understanding of the costs and funding related to OT services:**

Student will be knowledgeable about the steps to order adaptive equipment (reacher, sock aid etc) and issue equipment when appropriate.

Student will ensure that client care time is used productively and prioritize daily responsibilities.

**27. Demonstrates knowledge about the organization:**

Student will be knowledgeable about the VUMC mission & vision.

**28. Meets productivity standards or volume of work expected of OT students:**

Student will complete documentation in a timely manner (< 30 minutes for a tx note and < minutes for an evaluation.)

Student will utilize down time constructively (ie. Work on project or in-service, perform literature search etc).

Student will demonstrate the ability to function as an entry level therapist by the end of week 10 and maintain that status through the end of the week 12. This includes the evaluation and/or treatment of up to 7 inpatient acute clients a day in addition to the paperwork.

Student will adjust his/her work pace to accommodate this requirement.

**29. Clearly and effectively communicate verbally and nonverbally with clients, family members:**

Student will demonstrate active listening skills when working with clients, family members and when talking with his/her fieldwork educator.

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.

**30. Produces clear and accurate documentation:**

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.

Student's documentation will be free of spelling errors.

**31. Collaborate with the fieldwork educator(s) to maximize the learning experience:**

Student will take the initiative to seek out his/her fieldwork educator for feedback on performance, assistance concerns or questions.

Student will accept constructive feedback and modify his/her behavior as needed.

Student will come to his/her clinical prepared, be self-directed and seek out learning opportunities.

**32. Takes responsibility for attaining 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 fieldwork educator to arrange observation of therapist in other areas of the hospital.

Student will independently seek out learning opportunities to acquire knowledge.

Student will identify his/her own strengths and challenges.

**33. Responds constructively to feedback:**

Student will articulate an understanding of constructive feedback provided by the fieldwork educator.

Student will demonstrate a positive and professional change in his/her behavior(s) in response to the fieldwork educators suggestions.

Student will demonstrate the ability to generalize feedback to other situations.

**34. Demonstrate consistent work behaviors including initiative, preparedness etc:**

Student will not utilize a cell phone to talk or 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 clear and organized work area.

**35. Demonstrates effective time management:**

Student will complete all assignments independently and in a timely manner.

Student will complete all documentation daily.

**36. Manages relationships effectively through therapeutic use of self and adjust approach to meet the needs of clients and others:**

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.

**37. 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.

