

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

**OCCUPATIONAL THERAPY ASSISTANT FIELDWORK LEVEL II STUDENT SITE
SPECIFIC 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.

Fundamentals of Practice

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

Student will follow all Vanderbilt University Medical Center policies.

Student will demonstrate honesty for billing for time spent with the patient.

Student will be aware of the need to ask for assistance when needed.

Student will demonstrate professional behavior, refrain from posting patient information on social media 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 patient's privacy, wishes and values (cultural, religious etc.)

2. Adheres to safety regulations and reports or documents incidents appropriately:

Student will thoroughly review the patient'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.

Student will take appropriate steps when a hazardous situation is identified.

Student will choose activities that are age appropriate and safe for all patients including those with physical/emotional/cognitive deficits.

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

Student will set up the environment for safety before treatment and maintain a safe working environment during treatment.

Student will provide safe supervision and handling of patients 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 patients 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 them correctly.

Basic Tenets

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

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

5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, caregivers, colleagues, service providers, administration, and the public clearly, confidently, and accurately:

Student will clearly communicate the importance of incorporating meaningful, purposeful activities and occupations into interventions and explain the patient's daily occupations within the context of the setting using client centered activities.

6. Articulates the role of occupational therapy practitioners to clients, families, caregivers, colleagues, service providers, administration, and the public clearly, confidently, and accurately.

Student will be able to discuss the roles of the OTA & OT in this setting.

Screening & Evaluation

7. Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.

Student will perform client observations, chart reviews, client & family interviews to obtain information.

8. Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.

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.

Student will demonstrate the ability to perform standardized and non-standardized assessments.

9. Administers delegated assessments using appropriate procedures and protocols:

Student will perform standardized and non-standardized assessments.

10. Assists in interpreting information in the relation to the client's needs, factors, and performance.

Student will collaborate with the OT to interpret the results of the assessment and then integrate into Tx. (i.e., Provide family education regarding the need to assist client or modify the task based on the findings of the assessment etc.)

11. Reports results accurately in a clear, concise manner that reflects the client's status and goals.

Intervention

12. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.

Student will verbalize clinical reasoning regarding selection of Tx interventions.

13. Under the supervision of and in cooperation with an occupational therapy practitioner. Uses professional literature to make informed intervention decisions.

Student will use textbooks, journal articles, other relevant and reliable informational resources.

14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.

Student will identify and incorporate client-centered and occupation-based interventions that motivate and challenge the patient to achieve established goals.

Student will implement effective interventions in collaboration with clients, families, significant others and service providers that are occupation-based.

15. Implements client-centered and occupation-based intervention plans.

Student will consider all client centered components including psychosocial factors.

Student will identify and incorporate client's individual needs.

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

Student will demonstrate the ability to perform task analysis and grade activity appropriately in order to facilitate progress and goal obtainment.

17. Recommends modification or termination of intervention plan based on 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 patient has reached a plateau in therapy and appropriate for discharge.

Student will communicate with OT updates, modifications and/or termination of plan of care.

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

Management of OT services

19. Demonstrates through practice of discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned.

Student will demonstrate the ability to collaborate with all members of the multi-disciplinary team.

20. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers:

Student will demonstrate the ability to bill for OT services provided.

21. Demonstrates knowledge about the organization.

Student will be knowledgeable about VUH mission and vision, accreditation status, licensing, & specialty certifications.

22. Meets productivity standards or volume of work expected of occupational therapy assistant students. Refer to weekly OTA student objectives.

Communication and Professional Behaviors

23. Communicates clearly and effectively, both verbally & nonverbally:

Student will demonstrate active listening skills when working with patients, family members and when talking with his/her FWE.

Student will develop the therapeutic use of self and maintain a good rapport with patients and family members.

Student will give clear, concise and effective directions to patients and family members.

Student will be aware of his/her nonverbal body language and adjust as needed when working with clients and family members.

Student will establish boundaries with patients and family members when necessary.

Student will provide appropriate support, feedback and validation to patients during therapy session.

24. Produces clear and accurate documentation. All writing is using proper grammar, spelling and punctuation:

Student will utilize approved abbreviations and be free of spelling errors.

Student will write clear and concise information (i.e., Precautions, barriers to Tx, past and current level of function, occupational profile etc.) in his/her documentation.

25. Collaborates with fieldwork educator to maximize the learning experience.

Student will initiate communication, asks for feedback about performance, identifies own strengths and weaknesses.

Student will recognize the need for and seeks appropriate supervision.

26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educators and others:

Student will develop personal goals to be addressed during fieldwork.

Student will independently seek out learning opportunities to acquire knowledge.

27. Responds constructively to feedback:

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

Student will respond positively to feedback & demonstrate a positive and professional change in behavior(s) in response to the FWE's suggestions.

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

28. Demonstrate consistent and acceptable work behaviors:

Student will not utilize a cell phone to talk/text or get on the internet for personal reasons throughout the day, except during the lunch hour.

Student will maintain a clean and organized work area.

Student will arrive on time and make up missed days

Student will demonstrate the ability to be flexible in the dynamic acute care environment. This includes working weekends/holidays and with various client populations.

29. Demonstrates effective time management:

Student will complete school assignments independently.

Student will complete all documentation daily.

30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

31. 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:

South College OTA site specific objectives

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 Adler, AOTA Press, 2003, P. 42-46.