

# SITE-SPECIFIC FIELDWORK OBJECTIVES – OT VERSION

Site/Facility Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_

Fieldwork Educator: \_\_\_\_\_

## Overview:

This worksheet is intended to help both student and fieldwork educator to identify behavioral and measurable fieldwork objectives that are relevant to both the site as well as the Fieldwork Performance Evaluation. Once completed, the list of objectives may be used by the student and fieldwork educator to guide learning activities, assignments, case assignments, and supervision agenda throughout the fieldwork experience, as well as guide the mid-term and final evaluation process. The worksheet is intended as a “working document” that should be periodically referenced throughout the fieldwork experience and revised based on student’s and fieldwork educator’s collaboration. Ultimately, the document should be used to guide the evaluation of the student’s performance during the final week of fieldwork.

## Directions:

For “**Meets Standards**” define the student behaviors and attributes that the site expects of a recently hired entry-level practitioner at that facility. In other words, what would a student need to do, present, or perform by the final week of fieldwork in order to meet the expectations of the facility to be hired as an entry-level clinician?

For “**Exceeds Standards**” provide specific examples of what the student could do to demonstrate competency, quality, productivity, or accuracy that is above and beyond what is expected of a recently hired entry-level practitioner. In other words, what would a student need to do, present, or perform by the final week of fieldwork in order to stand out as *exemplary* in his/her performance?

Refer to the following rating scale from the Fieldwork Performance Evaluation to guide your determination of reasonable standards:

### RATING SCALE FOR STUDENT PERFORMANCE

- 4 – **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 – **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 – **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 – **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

## Tips:

- Use verbs to convey the actions/behaviors the student should exhibit/demonstrate.
- Use adjectives to reflect the quality of performance or outcome.
- Use actual numbers or percentages to enable measurability of outcomes.
- The same or similar objective may apply to multiple standards.

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### I. FUNDAMENTALS OF PRACTICE:

*All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.*

**1. 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 subject research.

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

**2. Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

**3. Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

### II. BASIC TENETS OF OCCUPATIONAL THERAPY

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

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

**5. Clearly, confidently, and accurately articulates the value of occupation as a methods and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.**

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

**6. 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.**

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

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

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

### III. EVALUATION/SCREENING

*(Includes daily evaluation of interventions)*

**8. Articulates a clear and logical rationale for the evaluation process.**

<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

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<b>9. Selects relevant screening and assessment methods while considering such factors as client’s priorities, context(s), theories, and evidence-based practice.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>10. Determines client’s occupational profile and performance through appropriate assessment methods.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>11. Assesses client factors and context(s) that support or hinder occupational performance.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>13. Administers assessments in a uniform manner to ensure findings are valid and reliable.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>14. Adjusts/modifies the assessment procedures based on client’s needs, behaviors, and culture.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>15. Interprets evaluation results to determine client’s occupational performance strengths and challenges.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>16. Establishes an accurate and appropriate plan bases on the evaluation results, through integrating multiple factors such as client’s priorities, context(s), theories, and evidence-based practice.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

<b>17. Documents the results of the evaluation process that demonstrates objective measurement of client’s occupational performance.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds Standards</i>	
3. <i>Meets Standards</i>	

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<b>IV. INTERVENTION</b>	
<b>18. Articulates a clear and logical rationale for the intervention process.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>20. Chooses occupations that motivate and challenge clients.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>21. Selects relevant occupations to facilitate clients meeting established goals.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>22. Implements intervention plans that are client-centered.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>23. Implements intervention plans that are occupation-based.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>24. Modifies task approach, occupations, and the environment to maximize client performance.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b>	
<b>27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the</b>	

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<b>occupational therapy assistant and occupational therapy aide.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>31. Produces the volume of work required in the expected time frame.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>VI. COMMUNICATION</b>	
<b>32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>33. Produces clear and accurate documentation according to site requirements.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>34. All written communication is legible, using proper spelling, punctuation, and grammar.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

<b>35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	

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<b>VII. PROFESSIONAL BEHAVIORS</b>	
<b>36. Collaborates with supervisor(s) to maximize the learning experience.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>38. Responds constructively to feedback.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>40. Demonstrates effective time management.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	
<b>42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.</b>	
<b>Scale:</b>	<b>Behavioral/Measurable Outcome:</b>
4. <i>Exceeds</i> Standards	
3. <i>Meets</i> Standards	