



10514184 OTA Fieldwork I

Course Outcome Summary

COURSE INFORMATION

Alternate Title: OTA Fieldwork I

Description:

Integrate classroom theory and practice into a Fieldwork Level I experience. Provides experiences to assist in the development of communication, professional and observational skills. Integrate classroom theory and practice into a Fieldwork Level I experience. Provides experiences to assist in the development of communication, professional and observational skills. PREREQUISITES: 10514174 OT Performance Skills, 10514175 Psychosocial Practice, 10514176 OT Theory and Practice, and 10514178 Geriatric Practice and COREQUISITES: 10514179 Community Practice, 10514189 Phys Rehab Practice, and 10514190 OT Pediatric Practice.

Career Cluster: Health Science

Instructional Level: Associate Degree

Total Credits: 2

Total Hours: 96

Types of Instruction:

- 2/96: Individualized/Independent Instruction & Selected Clinical, Extended Laboratory &/or Shop Experience

PROGRAM OUTCOMES

1. Practice within the distinct role and responsibility of the occupational therapy assistant

Type: TSA Status: Active

Summative Assessment Strategies

1.1. Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

Criteria

- 1.1. Articulate the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately
- 1.2. Produce clear and accurate documentation
- 1.3. Demonstrate through practice or 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
- 1.4. Demonstrate 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
- 1.5. Meet productivity standards or volume of work expected of occupational therapy assistant students
- 1.6. Ensure the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents

2. Serve a diverse population in a variety of systems that are consistent with entry level practice

Type: TSA Status: Active

Summative Assessment Strategies

2.1. Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

Criteria

- 2.1. Demonstrate respect for diversity factors of others
- 2.2. Demonstrate knowledge about the organization

3. Demonstrate professional behaviors, ethical standards, values, and attitudes of the occupational therapy profession

Type: TSA Status: Active

Summative Assessment Strategies

3.1. Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

Criteria

- 3.1. Adhere to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations
- 3.2. Adhere to safety regulations and report/document incidents appropriately
- 3.3. Communicate clearly and effectively, both verbally and nonverbally
- 3.4. Demonstrate consistent and acceptable work behaviors
- 3.5. Demonstrate effective time management
- 3.6. Respond constructively to feedback in a timely manner

EXTERNAL STANDARDS

2018 Accreditation Council for Occupational Therapy Education (ACOTE)

Version: 2018

Association Status: Active

Sponsoring Organization: American Occupational Therapy Association

Origin URL: <https://www.aota.org/~media/Corporate/Files/EducationCareers/Accredit/StandardsReview/2018-ACOTE-Standards-Interpretive-Guide.pdf>

Accreditation standards for associate degree Occupational Therapy programs.

Target Standards

B.1.2. Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).

B.4.1. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

B.4.2. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.

B.4.3. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention.

B.4.4. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.

B.4.19. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues.

B.4.21. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

B.4.22. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist.

B.4.25. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.

Core Abilities

Association Status: Active

Target Standards

Act Responsibly

Communicate Clearly

Think Critically and Creatively

Value Self Positively

Work Cooperatively

Professional Behaviors

COURSE COMPETENCIES

1. Communicate professionally

Status: Active

Assessment Strategies

1.1. through a skill demonstration

Criteria

Your performance will be successful when:

- 1.1. you practice verbal and nonverbal interpersonal communication skills in work interactions
- 1.2. you handle conflict constructively
- 1.3. you use assertive communication skills
- 1.4. written communication demonstrates correct grammar, spelling and mechanics
- 1.5. you demonstrate active listening skills

Learning Objectives

- 1.a. Interact professionally through written, oral, and nonverbal communication with others
- 1.b. Define occupation to the individual, group, or population
- 1.c. Communicate the learning-teaching process to the client, family, significant others, colleagues, other health providers, and the public
- 1.d. Communicate the role of occupational therapy interprofessionally
- 1.e. Communicate the roles of each member in an interprofessional relationship, when executing an intervention plan
- 1.f. Communicate the need for continued or modified intervention to your supervisor

2. Collaborate with others to address intervention outcomes

Status: Active

Assessment Strategies

- 2.1. through a skill demonstration

Criteria

Your performance will be successful when:

- 2.1. you initiate contact with supervisor when appropriate
- 2.2. you volunteer information
- 2.3. you ask for help or advice when needed
- 2.4. you maintain relationships with supervisor, staff, and clients
- 2.5. you contribute to a team effort

Learning Objectives

- 2.a. Identify the purpose and goals of teams at the fieldwork location
- 2.b. Use the consultative process
- 2.c. Identify the team members and their role at your fieldwork placements
- 2.d. Comply with reimbursement and documentation requirements that affect OT
- 2.e. Distinguish the student role within a collaborative, professional relationship
- 2.f. Identify your skills that could benefit a team
- 2.g. Explain your learning styles to your fieldwork supervisor and collaborative team
- 2.h. Identify interventions for clients that are based on models of occupational performance
- 2.i. Share data with other professionals. (assessments, screens, observations)
- 2.j. Collaborate with the occupational therapy practitioner and client to identify appropriate educational methods
- 2.k. Facilitate communication interprofessionally about intervention planning
- 2.l. Collaborate with the fieldwork supervisor to develop a client intervention

- 2.m. Collaborate with the client, caregiver, family, and significant others the effects of occupation based intervention
- 2.n. Discuss with your supervisor the need for termination of occupational therapy services and how this applies to clients you have observed
- 2.o. Explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant

3. Demonstrate time management skills

Status: Active

Assessment Strategies

- 3.1. through a skill demonstration

Criteria

Your performance will be successful when:

- 3.1. you use time constructively
- 3.2. you complete assignments by scheduled deadlines
- 3.3. you maintain personal schedules and lists to ensure timely completion of responsibilities
- 3.4. you prepare in advance for meetings and treatments
- 3.5. you demonstrate appropriate prioritizing of job responsibilities
- 3.6. you demonstrate flexibility in adjusting priorities to meet the established goals of the workplace

Learning Objectives

- 3.a. Determine productivity requirements at each fieldwork setting
- 3.b. Manage provided time constructively
- 3.c. Develop a personalized learning plan with fieldwork educator
- 3.d. Prioritize tasks effectively in a given timeframe

4. Exhibit professional work behaviors

Status: Active

Assessment Strategies

- 4.1. through a skill demonstration

Criteria

Your performance will be successful when:

- 4.1. your take responsibility for your actions
- 4.2. you adhere safety guidelines
- 4.3. your conform to the ethical standards of the OTA profession
- 4.4. you maintain confidentiality
- 4.5. you exhibit respect for people and property
- 4.6. you display an appearance appropriate for work environment

Learning Objectives

- 4.a. Identify safety requirements specific to each fieldwork setting
- 4.b. Explain the importance of adhering to safety requirements from the standpoint of self and client
- 4.c. Evaluate how the AOTA Code of Ethics relates to each fieldwork setting

- 4.d. Interpret HIPAA guidelines specific to each fieldwork setting
- 4.e. Practice appropriate dress code requirements for each fieldwork setting
- 4.f. Create professional relationships with diverse populations
- 4.g. Demonstrate interprofessionalism when providing services to an individual or group
- 4.h. Identify your personal and professional abilities as they relate to your fieldwork setting

5. Acquire information from a variety of sources

Status: Active

Assessment Strategies

- 5.1. through a skill demonstration

Criteria

Your performance will be successful when:

- 5.1. you utilize resources to locate information
- 5.2. you gather information from chart and interviewing of client, family, caregiver, etc.
- 5.3. you listen to input from other team members and/or family
- 5.4. you determine the priorities through careful selection and filtering of information from all data collected
- 5.5. you determine what extra information will be necessary
- 5.6. you engage in the consultative process with inter-and intra-professional colleagues

Learning Objectives

- 5.a. Acquire client information (chart review, interview, etc.) to personalize intervention at each fieldwork setting
- 5.b. Identify resources that will assist clients in attaining outcomes at each fieldwork setting
- 5.c. Differentiate the components of charting at each fieldwork setting
- 5.d. Incorporate information about context and environment when intervention planning
- 5.e. Acquire information from a diverse population
- 5.f. Apply data from assessments, observations, consultations, and interviews
- 5.g. Develop interventions in collaboration with supervising fieldwork educator
- 5.h. Gather information from a variety of sources to monitor and reassess the need for continued or modified intervention

6. Document client performance based on observation

Status: Active

Assessment Strategies

- 6.1. in a written assessment

Criteria

Your performance will be successful when:

- 6.1. documentation follows specified format
- 6.2. documentation includes critical information gathered during observation
- 6.3. documentation is clear and concise

Learning Objectives

- 6.a. Identify the reimbursement systems prevalent at each fieldwork setting
- 6.b. Identify the type of documentation used in the fieldwork setting

- 6.c. Document appropriate information in a concise format
- 6.d. Examine the documentation requirements of the practice area
- 6.e. Explain documentation responsibilities of the OT practitioner at the site
- 6.f. Analyze appropriateness of services throughout the progression of client's time on caseload
- 6.g. Organize information from observations appropriately
- 6.h. Incorporate the impact of the client's psychosocial factors on their occupations.
- 6.i. Recognize the signs and symptoms of psychosocial conditions and how they impact a client's occupational performance.

7. Seek learning opportunities in the fieldwork environment

Status: Active

Assessment Strategies

- 7.1. in a fieldwork setting

Criteria

Your performance will be successful when:

- 7.1. you seek ways to improve
- 7.2. you utilize unscheduled time to increase learning
- 7.3. you seek out learning resources

Learning Objectives

- 7.a. Analyze strengths and weaknesses related to theoretical components of OT provision of service and professional work behaviors
- 7.b. Integrate learning resources either from the fieldwork setting or an outside source to supplement the fieldwork experience
- 7.c. Initiate feedback from fieldwork educator
- 7.d. Advocate to gather and share data from screening and evaluations with families, other professionals, and the client
- 7.e. Apply constructive criticism from fieldwork educator

8. Establish OTA/client relationship

Domain: Affective Level: Organizing Status: Active

Assessment Strategies

- 8.1. by working with others
- 8.2. in a fieldwork setting

Criteria

Your performance will be successful when:

- 8.1. you establish rapport and trusting relationships with clients
- 8.2. you listen attentively to clients
- 8.3. you focus on client needs
- 8.4. you use appropriate terminology when communicating with others

Learning Objectives

- 8.a. Exercise professionalism when developing rapport with clients of differing ages and abilities

- 8.b. Define occupational therapy in terms your client can understand
- 8.c. Describe occupation-based intervention in terms your client can understand
- 8.d. Support quality of life and well-being of the individual, group, or population
- 8.e. Promote physical and mental health and prevention of disease
- 8.f. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public
- 8.g. Consider psychosocial factors when building rapport with clients

9. Demonstrate diversity awareness in a variety of settings

Status: Active

Assessment Strategies

- 9.1. through a skill demonstration
- 9.2. through reflection

Criteria

Your performance will be successful when:

- 9.1. you value individual and cultural differences
- 9.2. you work effectively with individuals and groups of diverse backgrounds
- 9.3. you recognize your own prejudices and stereotypes
- 9.4. you communicate in a culturally sensitive manner

Learning Objectives

- 9.a. Integrate aspects of the client's diverse backgrounds into treatment planning
- 9.b. Examine your own values and beliefs related to diverse populations
- 9.c. Explore your own prejudices and stereotypes related to individual clients and populations
- 9.d. Explain how individual and cultural differences may impact occupational therapy interventions
- 9.e. Identify the client's perspective when collaborating in occupation-based treatment

COURSE LEARNING PLANS AND PERFORMANCE ASSESSMENT TASKS

- LP: Fieldwork I