

Shepherd Center
Atlanta, Georgia
Occupational Therapy Student Program
Fieldwork Objectives

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.
 - Verbalizes the differences in role delineation for an OT, OTA, and Rehab Technician within the practice setting.
7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.
 - Establishes treatment priorities after discussing goals with all concerned parties
 - Reviews progress with client, family, and significant others at regular intervals

III. EVALUATION AND SCREENING

8. **Articulates a clear and logical rationale** for the evaluation process.
 - States how and why a specific approach to the evaluation process is being used
9. **Selects relevant screening and assessment methods** while considering such factors as the client's priorities, context(s), theories, and evidence-based practice.
 - Identifies conditions and precautions associated with apparent deficits of assigned patients.
 - Selects appropriate component areas to assess, based on the center's practices and the patient's level of apparent deficits and secondary diagnoses and complications
10. **and performance through**
appropriate assessment methods.
 - Reads the client's clinical evaluation prior to initiating evaluation, and verbalizes an understanding of the client's premorbid occupational performance.
11. **Assesses client factors and context(s)** that support or hinder occupational performance.
 - Utilizes correct procedures for assessing individual performance areas
 - Selects appropriate areas for further assessment
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.
 - Interviews patient or caregiver to obtain relevant information

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IV. INTERVENTION

18. **Articulates a clear and logical rationale** for the intervention process.
Completes thorough treatment plans for clients
Prioritizes problem areas and addresses foundation skills needed for treatment progressions
19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
20. **Chooses occupations** that motivate and challenge clients.
Facilitates self-care activities for eating, grooming, bathing, dressing, and toileting skills
Directs patient performance in areas of IADLs as the functional level allows
21. **Selects relevant occupations** to facilitate clients meeting established goals.
Demonstrates functional-based interventions for self-care performance components
Directs patient performance in areas of IADLs as functional level allows
Participates in community re-entry outings
Refers and implements group-based participation to address problem areas
22. **Implements intervention plans that are client-centered.**
Incorporates patient priorities into established goals
Schedules and performs ADLs/AM programs appropriate to the patient's level of participation
Considers age level when directing all patient care activities
23. **Implements intervention plans that are occupation-based.**
Directs self-care remediation
Utilizes purposeful activities during treatment sessions
Demonstrates awareness of the patient's various life roles in selecting activities
Selects activities that are meaningful and relevant to the patient
24. **Modifies task approach, occupations, and the environment** to maximize client performance.
Identifies and addresses underlying problems and prerequisite skills to promote gains in higher-level functional skills

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30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
- Arrives promptly to scheduled meetings and treatment sessions.
 - Completes assignments by scheduled deadlines
 - Schedules patient treatments to make optimal use of treatment time given current assignment and caseload
 - Utilizes unscheduled time to increase learning
 - Maintains personal schedules and lists to ensure timely completion of responsibilities
 - Prepares in advance for meetings and treatments
 - Notifies supervisor and OT educator when problems arise
31. **Produces the volume of work** required in the expected time frame.
- Adjusts work pace to accommodate increased workload
 - Provides assistance to other staff members when able
 - Recognizes when current workload prohibits helping others

VI. COMMUNICATION

32.

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Recognizes communication styles of self and supervisor; adjusts