

Sparks Clinics Fieldwork Objectives for Occupational Therapy Students (01/14/04)

Adhere to ethics consistently to the standard of the American Occupational Therapy Association Code of Ethics and the policies and procedures of the Sparks Clinics and the University of Alabama at Birmingham including, when relevant, those related to human subject research.

Students will:

- Always keep documents in a secure area.
- Avoid holding confidential conversations in public areas.
- Select private areas to discuss patients' private information.
- Read and practice the patient's Bill of Rights and HIPAA policies.
- Review policies and procedures of the facility, including trainee manual.
- Be familiar with who will be attending therapy with the child and what his/her relationship is with the given child.
- Adhere to the American Occupational Therapy Association's Code of Ethics.
- Review and set up the space for any/all safety issues.
- Never leave a child alone.
- Check with mentor before sharing information with parents.
- Do not share personal information.
- Demonstrate the ability to adhere to the rights of the child including confidentiality.
- Do not discuss a case or conditions unless in privacy with mentor or other team members directly involved with the treatment of the child.
- Demonstrate respectful manner when approaching clients to include identifying self and the purpose of the session.
- Treat all children and their caregivers equally.
- Be informed of updated information on practice.
- Be knowledgeable of site's safety precautions (i.e. first aid, fire drill).
- Makes sure all documentation and charts are kept in a private and secure place.
- Consistently display safety within clinic and Early Intervention (EI) treatment settings.
- Demonstrate respect and sensitivity of the personal space and cultural practice of the child.
- Identify information that is relevant and acceptable in written documentation.
- Consistently uses person-centered, evidenced-based principles to guide treatment.

Use judgment in safety in regard to self and others during all fieldwork-related activities.

Students will:

- Consistently analyze clinic space and EI treatment space for potential safety hazards; when applicable this should be performed prior to bringing the client into the environment.
- Consistently set-up and clean work environment in a manner that prevents injury.
- Chooses activities that are safe and age appropriate, and the "just right challenge" for the cognitive, emotional, and physical capabilities of clientele.
- Consistently follow equipment safety protocols.
- Anticipate and prepare for potential difficulties in the community as demonstrated by selecting offsite, community activity that demonstrates sound judgment.
- Adhere to off-premises safety and emergency protocols.
- Anticipate problems and possible solutions prior to and during home visits and/or community outings.
- Adhere to facility policies and regulations and OSHA precautions.
- Seek out assistance whenever in doubt.
- Demonstrate proper body mechanics during therapy.
- Demonstrate safe use of equipment.

- Maintain a clutter free treatment environment and return all items to storage.
- Assess environment prior to treatment and throughout treatment process.
- Continuously monitor the clientele response to treatment and adjust accordingly.

Clearly, confidently, and accurately articulate the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, caregivers, colleagues, service providers, and the public.

Students will:

- Demonstrate the ability to effectively communicate the purpose of occupational therapy and specific activities as a means to goals that are of interest to the child, their caregivers, and other professionals involved in the care and treatment of the child.
- Provide clear, effective, and efficient documentation of the involvement of the child in functional and productive activities, as well as progress toward goals and expected outcomes in accordance with the policies and procedures of the facility.
- Demonstrate the ability to communicate the activity program of the child with family, caregivers and other service providers, as well as the tasks required for carry-over to home and community function.
- Demonstrate the ability to link occupational therapy based activities to improved classroom functioning.
- Consistently address the concerns of children and their caregivers in the context of goals within the intervention so that the connection is easily understood, motivation is maintained, and participation is consistent.
- Demonstrate the ability to teach the value of participation in occupational therapy activities.
- Share the goals and purpose of occupation with others in jargon-free language.
- Talk to the child at an appropriate but respectful level of understanding
- Engage the child in activities at the level of “the just right challenge”.
- Consistently collaborate with the team, in a child and family centered manner, in order to develop a complete treatment plan.
- Demonstrate the ability to provide relevant seminar or in-service presentation about an aspect of occupational therapy relevant to consumers and consumer advocates.
- Administer assessments and evaluations according to standardized techniques and within appropriate test and developmental criteria.
- Adjust administration of testing materials and protocols according to the responses of the child, while keeping within the parameters of standardization.
- Familiarize self with all test materials and standardized administration protocols prior to using tools with children.
- Demonstrate the ability to effectively and accurately interpret and document evaluation results with moderate assistance through midterm, and efficiently and independently by the ninth week.
- Demonstrate the ability to accurately engage a child in optimum performance with both standardized and criterion based assessment tools.
- Clearly articulate understanding of when and why to use specific evaluation methods and assessments prior to administration with a child.

Determine the occupational profile of a client and their occupational performance through appropriate assessment methods.

Students will:

- Discuss areas of strength and concern relevant to self care, play, education, and social participation with parent or caregiver.

- Be able to describe specific components (e.g., fine motor skills, visual-motor integration) in the context of pertaining to occupational performance.
- Consistently use client-centered practice to gather a global understanding of the needs of the client.
- Gather all necessary information from records prior to initiating evaluations.
- Consistently and accurately identify the values, interests, beliefs, goals and needs of the client through appropriate interview questions with the child and caregivers.
- Consult with the child, caregivers, and team members in determining goals for child.
- Consult and document the perceptions of the caregivers regarding the ability of the child to function in the classroom.
- Clearly articulate to the mentor the primary caregivers of the child and what dynamics are observed in the relationship.
- Identify through clinical observation, caregiver report, and report from other team members the preferences and dislikes of the child.
- Interview family members as well as client regarding occupational barriers on a consistent basis.
- Demonstrate consistent knowledge of developmentally appropriate roles and patterns of language in communication.
- Utilize formal and informal assessments to determine occupational profile upon initial evaluation.

Obtain sufficient and necessary information from relevant resources such as client, families, significant others, caregivers, service providers, trans-disciplinary team members and records prior to and during the evaluation process.

Students will:

- Complete chart review before conducting evaluation.
- Adequately obtain and report (with 90-100% accuracy) relevant information about the client necessary to complete the planned activity and/or evaluation, to include but not limited to age of the child, medical history, social history, caregiver concerns, school services, developmental and functional levels, interests, values, goals, and culture.
- Speak with other team members that work with child or are scheduled to see the child to elicit pertinent information for the evaluation.
- Review aforementioned information and conduct caregiver interview to gather relevant information to create an occupational profile prior to and during an evaluation.
- Rationalize use of assessment for specific client.

Administer assessments in a uniform manner to ensure findings are valid and reliable.

Students will:

- Administers assessments according to test criteria—70% at midterm and 95% at final evaluation.
- Prepare and administer testing materials according to standardized protocol, with moderate assistance by midterm and independently at end of fieldwork.
- Follow instructions given in test manuals for written interpretation of assessment results.
- Demonstrate understanding of the difference between standardized and criterion based assessment tools.
- Properly identify appropriate evaluations methods and assessments to be used prior to administration.
- Demonstrate competency with administration, scoring, statistical methodology, and statistical interpretation of results.

- Complete three observations of assessments and be prepared to independently administer three standardized assessment tools with 100% accuracy of data collection, data scoring, and 90% accuracy in data analysis (by midterm).

Adjust and/or modify the assessment procedures based on needs, behavior, and culture of the client while adhering to assessment administration guidelines.

Students will:

- Display ability to modify approach when client can not or will not participate.
- Successfully engage child to perform assessment task within allowable and reasonable parameters.
- Show ability to adapt assessments when needed in order to elicit evaluation information.
- Adjust within the parameters of an evaluation tool to meet the needs of a client.
- Adjust and/or modify the assessment procedure as needed to encourage the maximum performance of a child.
- Demonstrate the ability to adapt the evaluation tool (only if unable to administer it in the intended manner) as needed to gain critical information with subsequent noting documentation.
- Demonstrate clinical observation and reporting of the ability of the child to participate and perform assessment.

Articulate clear and logical rationale for recommendations and the intervention process.

Students will:

- Explain rationale for specific activities (e.g., interventions, school recommendations) suggested to the child and caregiver.
- Include descriptions of activities to mentor, which clearly and accurately demonstrate clinical reasoning of recommendation.
- Describe activities to perform in home or school environments and why they are relevant to increase functional performance in the contexts of play, self care, and familial and educational roles of the child.
- Be able to explain clearly to clients, families, caregivers, and team member the rationale and value of selected interventions.
- Consistently communicate reasoning behind selection of activities to the mentor.
- Consistently communicate the rationale and value of interventions in understandable, jargon free terms to client families, significant others, caregivers, colleagues, service providers, and public.
- Use evidenced-based practice whenever possible.
- Describe how intervention process and specific activities relate to occupation of client.

Clearly and effectively communicate verbally and nonverbally with clients, families, significant others, caregivers, colleagues, service providers, and the public.

Students will:

- Demonstrate ability to develop and maintain rapport with child.
- Make effort to engage child in different types of therapeutic play while engaging in an activity.
- Communicate clearly and effectively with other providers and families.
- Present at informal and formal groups of team members and colleagues.
- Demonstrate good observational skills when communicating with clients, adjusting instructions accordingly.

- Be aware of nonverbal communication and body language of clients, families, and colleagues.
- Be able to show appropriate nonverbal communication through body language, facial expression, and eye contact.
- Take into account cultural differences and language barriers.
- Clearly and effectively give instructions, respond to behaviors and questions, give feedback, and provide appropriate cues and assistance.
- Speak appropriately (i.e., professionally) in team meetings.

Collaborate with mentor to maximize the learning experience.

Students will:

- Actively participate in supervision and feedback.
- Take initiative to identify difficulties experienced during evaluation and treatment.
- Take initiative to present plan of action to improve performance.
- Use feedback provided to come up with plan for improvement.
- Incorporate feedback from mentor into treatment planning and intervention and discuss outcome.

Respond constructively to feedback.

Students will:

- Notice and respond to feedback in a way that would encourage an open exchange of ideas.
- Actively listen to and act upon constructive feedback from mentor by making suggestions as to what could have been or needs to be changed.
- Demonstrate an active and positive attitude evidenced by body language and use of voice.
- Verbalize understanding of feedback and develop effective and measurable goals for improvement as needed.
- Demonstrate change in behavior that shows an understanding of feedback and a movement towards acquiring professional behaviors.
- Articulate positive feedback and strengths pointed out by mentor.