**Erie Community College OTA Program**

**Level II FW Student Learning Objectives**

**Collaboration Form**

Thank you for agreeing to serve as an educator for the occupational therapy assistant program at Erie Community College. Fieldwork is an extension of the classroom, and to that end, it’s important that all those involved in educating our students are included in the process of determining objectives for student learning. Additionally, our accreditors, the Accreditation Council for Occupational Therapy Education (ACOTE), require that the Fieldwork site and the Occupational Therapy Assistant education program meet the following standards:

* **C.1.1**: Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences strengthen the ties between didactic and fieldwork education
* **C.1.3**: Document that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.
* **C.1.11**: Ensure that the fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.

**Terminology:**

* A Student Learning Objective identifies an educational outcome related to a student's knowledge, skills and attitudes. These are created in collaboration with those involved in the education of the student.
* A Site Specific Objective identifies entry-level competency expected of all students at that specific fieldwork site. These are created by the facility and are reflective of expectations of entry level competence for the OTA at the facility.

**INSTRUCTIONS**

The objectives that follow are general in nature and reflect the academic course syllabus for fieldwork and the AOTA Fieldwork Evaluation form you will fill out for the student at midterm and at the end of the fieldwork experience.

* Make any changes needed to the objectives to reflect specific expectations of a student at your facility.
* Complete the last page with name and signature to verify that the objectives are acceptable as they are, or as currently modified by you (please make any changes in **BOLD** typeface)
* **SIGN and RETURN** the last page indicating your acceptance of the objectives as is or modified by you.

As a fieldwork educator, we need your input. Please review the following Student Learning Objectives for the clinical component of fieldwork II and let us know if you are in agreement with them or if you have suggestions on revisions. To indicate your acceptance of the objectives **SIGN** the last page where indicated and **RETURN** it as indicated.

**Level II FW Student Learning Objectives:**

Performance criteria are determined by the site to promote performance at an OTA entry-level of acceptance as defined by that facility by the end of the experience. The student will be formally evaluated using the **AOTA Fieldwork Performance Evaluation.**

The following objectives correlate with the **AOTA** **FWPE,** as well as the major threads of the curriculum design and the course syllabus for the academic fieldwork course. After successful completion of the clinical component of fieldwork, learners will demonstrate skills, knowledge and/or attitudes regarding the following:

**Fundamentals of practice:**

* Ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site’s policies and procedures.
* Safety: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
* Safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
* Additional objectives/information/expectations required by this facility:

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**Basic tenets of occupational therapy:**

* Occupational Therapy Philosophy: Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.
* Occupational Therapist/Occupational Therapy Assistant Roles: Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.
* Evidenced-based Practice: Makes informed practice decisions based on published research and relevant informational resources.
* Additional objectives/information/expectations required by this facility:

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**Evaluation and Screening**

* Gathers Data: Under the supervision of and in cooperation with the occupational therapist and/or occupational therapy assistant, accurately gathers, relevant information regarding a client’s occupations of self-care, productivity, leisure, and the factors that support and hinder occupational performance.
* Administers Assessments: Establishes service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the service delivery setting.
* Interprets: Assists with interpreting assessments in relation to the client’s performance and goals in collaboration with the occupational therapist.
* Reports: Reports results accurately in clear, concise manner that reflects the client’s status and goals.
* Establish Goals: Develops client-centered and occupation-based goals in collaboration with the occupational therapist.
* Additional objectives/information/expectations required by this facility:

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**Intervention:**

* Plans Intervention: In collaboration with the occupational therapist, established methods, duration and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.
* Selects Intervention: Selects and sequences relevant interventions that promote the client’s ability to engage in occupations.
* Implements Intervention: Implements occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.
* Activity Analysis: Grades activities to motivate and challenge clients in order to facilitate progress.
* Adapt environment/activities and utilize equipment, adaptive devices and orthotics to accommodate the physical, cognitive, psychological and social needs of the client.
* Therapeutic Use of Self: Effectively interacts with clients to facilitate accomplishment of established goals.
* Instruct and educate consumers and care partners in therapeutic interventions.
* Modifies Intervention Plan: Monitors the client’s status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.
* Additional objectives/information/expectations required by this facility:

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**Suggested Modifications you may want to add:**

* **Quantity: number of chart reviews, number of clients on caseload**
* **Time: Weekly breakdown of tasks**

**Communication:**

* Verbal/Nonverbal Communication: Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
* Written Communication: Produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation, and grammar.
* Assist in coordination of care among different programs (i.e. facility, home, community).
* Additional objectives/information/expectations required by this facility:

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**Professional Behaviors:**

* Self-Responsibility: Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
* Responds to Feedback: Responds constructively to feedback.
* Work Behaviors: Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
* Time Management: Demonstrates effective time management.
* Interpersonal Skills: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
* Cultural Competence: Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
* Additional objectives/information/expectations required by this facility:

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**Additional Notes and/or Changes**

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**CONFIRMATON:**

**PLEASE COMPLETE AND RETURN AS INDICATED**

A representative from the site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has reviewed the FWII Student Learning

 (Name of facility)

Objectives and has come to the following conclusion:

* **This facility is in agreement with the Objectives, as listed.**
* **This facility has identified modifications to the objectives, as outlined in the document (BOLDED items)**

**FW Educator Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RETURN THIS SIGNED DOCUMENT TO:**

**Debra Battistella, AFWC**

**Email:** OTAFieldwork@ecc.edu

**USPS:** Erie Community College, OTA Department

 6205 Main St. Williamsville, NY 14221

 Attention: Debra Battistella

**Thank you for your support of the Erie Community College OTA Program**