



SITE SPECIFIC OBJECTIVES
FOR
OCCUPATIONAL THERAPY ASSISTANT STUDENT FIELDWORK

Site Name: Click or tap here to enter text.

Address: Click or tap here to enter text.

Type of setting:

Hospital-based settings

- Inpatient Acute
- Inpatient Rehab
- SNF/Sub-Acute/Acute Long-Term Care
- General Rehab Outpatient
- Outpatient Hands
- Pediatric Hospital/Unit
- Pediatric Hospital Outpatient
- Inpatient Psychiatric

- Pediatric Community
- Behavioral Health Community
- Older Adult Community Living
- Older Adult Day Program
- Outpt/hand private practice
- Adult Day Program for DD
- Home Health
- Pediatric Outpatient Clinic

School-based settings

- Early Intervention
- School

Other area(s)

Please specify: Click or tap here to enter text.

Community-based

Colleges for OT Assistant FW: (check all that apply)

- Maria College
- Bryant & Stratton College (Syracuse Campus)

FUNDAMENTALS OF PRACTICE

1 Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.

- 1.1 Reimbursement (Medicare, Medicaid, insurances)
- 1.2 Client privacy
- 1.3 Social media
- 1.4 Human subject research
- 1.5 Other: Click or tap here to enter text.

2 Adheres to safety regulations and reports/documents incidents appropriately

- 2.1 Fire safety
- 2.2 OSHA regulations
- 2.3 Body substance precautions
- 2.4 Emergency procedures
- 2.5 Other: Click or tap here to enter text.

- 3 Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.**
- 3.1 Body mechanics
 - 3.2 Medical safety
 - 3.3 Equipment safety
 - 3.4 Client-specific precautions
 - 3.5 Contraindications
 - 3.6 Community safety
 - 3.7 Other: [Click or tap here to enter text.](#)

BASIC TENETS

- 4 Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.**
- 4.1 Families
 - 4.2 Caregivers
 - 4.3 Colleagues
 - 4.4 Service providers
 - 4.5 Administration
 - 4.6 The public
- 5 Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.**
- 5.1 Families
 - 5.2 Caregivers
 - 5.3 Colleagues
 - 5.4 Service providers
 - 5.5 Administration
 - 5.6 The public
- 6 Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.**
- 6.1 Families
 - 6.2 Caregivers
 - 6.3 Colleagues
 - 6.4 Service providers
 - 6.5 Administration
 - 6.6 The public

SCREENING AND EVALUATION

- 7 Obtains sufficient and necessary information from relevant factors and hinder occupational p[performance from relevant sources throughout the evaluation process.**
- 7.1 Record or chart review
 - 7.2 Client
 - 7.3 Family

- 7.4 Caregivers
- 7.5 Service providers

8 Establish service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.

- 8.1 Record or chart review
- 8.2 Observations
- 8.3 Interviews
- 8.4 Standardized and non standardized assessments
- 8.5 Other: Click or tap here to enter text.

9 Administers delegated assessments using appropriate procedures and protocols.

- 9.1 Standardized and non-standardized assessments
- 9.2 Interviews
- 9.3 Observations
- 9.4 Other Click or tap here to enter text.

10 Assists with interpreting information in relation to the client's needs, factors, and performance.

- 10.1 Record or chart review
- 10.2 Observations
- 10.3 Interviews
- 10.4 Standardized and non-standardized assessments

11 Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.

INTERVENTION

12 Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations. (examples: , contexts, theories, frames of reference, practice models, and evidence.)

13 Under the supervision and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions. (examples: textbooks, journal articles, other relevant and reliable informational resources)

14 Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals. (includes the consideration of all client centered components including psychosocial factors)

15 Implements client-centered and occupation-based intervention plans. Includes the consideration of all client centered components including psychosocial factors

16 Modifies task and/or environment to maximize the client's performance.

- 16.1 Upgrades/downgrades task

16.2 Arranges client's workspace for optimal performance

17 Recommends modification or termination of intervention plan based on the client's status.

18 Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

19 Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, occupational therapy aide, or others to whom responsibilities might be assigned. (ie: paraprofessionals, nurses' aides, volunteers)

20 Demonstrates 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.

20.1 Billing for OT services

20.2 Inventory and ordering of supplies for OT services

20.3 Options for client procurement of adaptive equipment

21 Demonstrates knowledge about the organization. (ie: mission and vision, accreditation status, licensing, specialty certifications)

22 Meets productivity standards or volume of work expected of occupational therapy assistant students.

COMMUNICATION AND PROFESSIONAL BEHAVIOR

23 Communicates clearly and effectively, both verbally and nonverbally.

23.1 Clients

23.2 Families and caregivers

23.3 Colleagues

23.4 Service providers

23.5 Administration

23.6 The public

24 Produces clear and accurate documentation.

24.1 Legibility

24.2 Spelling, punctuation and grammar

24.3 Adherence to electronic health documentation requirements

25 Collaborates with fieldwork educator(s) to maximize the learning experience.

25.1 Initiates communication

25.2 Asks for feedback about performance

25.3 Identifies own strengths and challenges

- 26 Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
- 27 Responds constructively to feedback in a timely manner.
- 28 **Demonstrates consistent and acceptable work behaviors.**
- 28.1 Punctuality
- 28.2 Initiative and preparedness
- 28.3 Flexibility and dependability
- 28.4 Professional appearance
- 29 Demonstrates effective time management. (i: : plans ahead, adheres to schedules, completes work in expected timeframe)
- 30 Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
- 31 Demonstrates respect for diversity factors of others. (ie: culture, socioeconomic status, beliefs, identity)

Site Signature Click or tap here to enter text.

Date: Click or tap here to enter text.

OTA Program Signature: Click or tap here to enter text.

Date: Click or tap here to enter text.

ACADEMIC FIELDWORK COORDINATORS FOR THE UPSTATE NEW YORK FIELDWORK CONSORTIUM :

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