

LEVEL II FIELDWORK OBJECTIVES

Introduction/Overview

Level II fieldwork is “designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities” (ACOTE Standards, 2018). A minimum of 24 weeks’ full-time Level II fieldwork is required for eligibility to take the NBCOT examination.

“The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services” (ACOTE Standards, 2018).

Level II Fieldwork is designed to facilitate the student’s transition to entry-level occupation-centered practice. Integration of occupational science into entry-level occupational therapy knowledge and practice skills is a goal for students who graduate with the entry-level Master of Arts degree in Occupational Therapy from the University of Southern California.

Specific learning Objectives for Level II Fieldwork Experience:

At the end of each Level II fieldwork experience, students will be able to:

1. assume the role of an entry level practitioner in the area of practice to which they are assigned.
2. demonstrate fundamentals of occupational therapy practice by adhering to safe and ethical behavior.
3. communicate the basic tenets of occupational therapy practice: values, beliefs, roles of the therapist, guiding theories, and frames of reference.
4. analyze pertinent physical, emotional, social, psychosocial, and environmental contexts that affect the assigned client’s occupations.*
5. select, administer, and interpret a variety of assessments in order to establish treatment priorities and goals based on client’s occupational performance strengths.
6. initiate and implement treatment plans, selecting relevant therapeutic occupations that are client-centered and occupation-based, to encourage optimal occupational performance and facilitate achievement of treatment goals.
7. demonstrate respect for diversity factors of others.
8. demonstrate capacity to advocate for the clients they serve.
9. demonstrate an awareness of issues of social justice in occupational therapy practice.
10. communicate effectively with clients, families, significant others, and service providers, using language that is appropriate to the recipient of the information.
11. respond to feedback from the fieldwork educator (FWE) in a constructive and professional manner, and modify their behavior accordingly.
12. exhibit professional behavior with regard to utilization of learning resources and work habits including work volume, punctuality, time management, and task completion.

*In research or non-clinical fieldwork placements, the word “client” refers to populations, community partners, research participants, etc.

Learning objectives related to the AOTA Fieldwork Performance Evaluation:

The following overall objectives are based on the American Occupational Therapy Association’s Fieldwork Performance Evaluation for the Occupational Therapy Student (2020):

Fundamentals of Practice

Given an orientation to the organizational structure, policies, and procedures of the fieldwork setting and completion of basic occupational therapy coursework, the student will:

- Adhere to AOTA Code of Ethics, and all federal, state and facility regulations.
- Adhere to and utilize safety regulations and reports/documents incidents appropriately.
- Ensure the safety of self and other during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

Basic Tenets of Occupational Therapy Practice

Given information learned from academic coursework, fieldwork educators and supervisors at the fieldwork site, the student will:

- Articulate the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently and accurately.
- Articulate the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently and accurately.
- Articulate the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently and accurately.

Evaluation and Screening

Given information learned from academic coursework, and an orientation to data gathering procedures and assessment techniques used in the fieldwork setting, the student will:

- Articulate a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
- Obtain sufficient and necessary information from relevant sources throughout the evaluation process.
- Select relevant screening and assessment tools based on various factors.
- Determine the client’s occupational profile and occupational performance through interview and other appropriate evaluation methods.
- Evaluate and analyze client factors and contexts that support or hinder occupational performance.
 - Includes the consideration of all client centered components including psychosocial factors.
- Administer standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.
- Modify evaluation procedures based on client factors and contexts.
- Interpret evaluation results to determine the client’s occupational performance strengths and challenges.

- Synthesize and document the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client’s occupational performance.

Intervention

Given an orientation to treatment philosophies, methods, available treatment options, information learned in academic coursework, and an assigned client caseload, the student will:

- Articulate a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models and evidence.
- Establish an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.
- Use evidence from research and relevant resources to make informed intervention decisions.
- Select client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.
 - Includes the consideration of all client centered components including psychosocial factors.
- Implement client-centered and occupation-based intervention plans.
 - Includes the consideration of all client centered components including psychosocial factors.
- Choose and if needed, modifies intervention approach to achieve established goals that support targeted outcomes.
- Modify task and/or environment to maximize the client’s performance.
- Modify the intervention plan and determines the need for continuation or discontinuation of services based on the client’s status.
- Document the client’s response to services in a manner that demonstrates the effectiveness of interventions.

Management of Occupational Therapy Services

Given information learned from academic coursework, and opportunities to contribute to the administrative functioning of the organization, the student will:

- Demonstrate through practice or discussion the ability to collaborate with and assign appropriate tasks to the COTA or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.
- 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.
- Demonstrate knowledge about the organization.
- Meet productivity standards and “produce the volume of work required within an expected timeframe” (AOTA, 2020, p. 5).

Communication and Professional Behaviors

Given the clinical standards and procedures for verbal and written communication, as well as the value and importance of the supervisory relationship in the learning experience, and the standards for professional behaviors, the student will:

- Communicate clearly and effectively, both verbally and nonverbally.
- Produce clear and accurate documentation.

- Collaborate with fieldwork educator(s) to maximize the learning experience.
- Take responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
- Respond constructively to feedback in a timely manner.
- Demonstrate consistent and acceptable work behaviors.
- Demonstrate effective time management.
- Manage relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
- Demonstrate respect for diversity factors of others

American Occupational Therapy Association (2018). *2018 accreditation standards for a master's degree level educational program for the occupational therapist*. Bethesda, MD: AOTA.

American Occupational Therapy Association (2020). *Fieldwork performance evaluation for the occupational therapy student*. Bethesda, MD: AOTA.

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