

Occupational Therapy Department
Occupational Therapy Assistant Student
Performance Objectives

I. FUNDAMENTALS OF PRACTICE

1. **Ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures.
 - a. The student complies with departmental standards and institutional policies that include non-discrimination, confidentiality, privacy and choice of treatment.
 - b. The student uses treatment techniques that are within his/her ability and experience and within the scope of OT practice.
 - c. The student understands Pennsylvania Practice Act guidelines for supervision and differentiates ways that this can be documented.

2. **Safety:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
 - a. The student adheres to the following safety precautions without prompting.
 1. Physical safety (balance, body awareness, sensory deficits)
 2. Medical safety (medications, infection control, medical procedures)
 3. Personal safety (safe medical device act)
 4. Diet, dysphagia/swallowing
 5. Equipment safety (safe medical device act)
 - b. The student reviews the medical record for relevant information regarding treatment precautions and contraindications.

3. **Safety:** Uses sound judgement in regard to safety of self and others during all fieldwork-related activities.
 - a. The student demonstrates the ability to anticipate/intervene in potentially harmful situations (i.e. wet floor, unsafe use of equipment).
 - b. The student reports unsafe equipment and practices to his/her supervisor.
 - c. Demonstrates understanding and carry-over of good body mechanic techniques.
 - d. Recognizes other's unprofessional behaviors, which may affect patient's safety and quality of care, and discusses with supervisor.

II. BASIC TENETS OF OCCUPATIONAL THERAPY

4. **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.
 - a. The student orients and instructs the client, family and significant others in activities that support the therapeutic program and specific treatment programs.
 - b. The student clearly differentiates between the rehabilitation services domains (Physical Therapy, Speech Therapy and Occupational Therapy), highlighting occupational therapy's use of purposeful/meaningful when working with patients, families, significant others and other disciplines

5. **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.
 - c. The student demonstrates understanding of the delineation of roles between the OT and OTA.
 - d. The student appropriately assumes and carries out the role of OTA under the supervision of the OT.

6. Evidenced-based Practice: Makes informed practice decisions based on research and relevant informational resources.

- e. The student uses literature review to support treatment choices.
- f. The student researches information from journals, textbooks, the internet and other reliable sources prior to treating new diagnoses or using new treatment techniques without prompting from the supervisor.

III. EVALUATION/SCREENING (includes daily evaluation of interventions)

7. Gathers Data: Under the supervision and in cooperation with the occupational therapist 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.

- a. The student obtains and reviews information as determined by the supervisor and identifies pertinent information about the patient.
- b. The student obtains pertinent information regarding the patient status from the medical records, rounds, and other disciplines.
- c. The student contacts referral sources for additional information regarding the patient.
- d. The student interviews the patient, family and significant others using a structured guide to obtain general history and information.
- e. The student independently modifies treatment approach based upon information gathered and observations. Seeks guidance from supervisor if unsure.

8. Administers Assessments: Establishes service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews with the context of the service delivery system.

- a. The student administers structured/standardized tests, as directed by the supervisor, using correct techniques and demonstrating inter-rater reliability.
- b. The student observes the client while engaged in activities to collect general data and report on:
 1. ADLs/IADLs
 2. Selected sensorimotor skills
 - i. gross and fine motor coordination
 - ii. strength and endurance
 - iii. tactile awareness
 3. Cognitive skills
 4. Psycho-social skills
 5. Visual-perceptual skills
- c. The student interviews the client, family and significant others using a structured format, gathering information about:
 1. family history
 2. self-care activities
 3. educational history
 4. vocational history
 5. play history
 6. leisure interests and experiences
 7. life roles

9. Interprets: Assists with interpreting assessments in relation to the client's performance and goals in collaboration with the occupational therapist (or supervisor).

- a. The student summarizes, records and reports data in an organized fashion to the OT and other pertinent disciplines about the client's present problems, functional status, education, work history and leisure activities.
- b. The student accurately identifies the patient's response to the treatment program.

10. Reports: Reports results accurately in a clear, concise manner that reflects the client's status and goals.

- a. The student documents and verbally reports to the OT supervisor and other disciplines the progress, regression, or resistance in the treatment program.
- b. The student accurately summarizes and documents the outcome of the occupational therapy program.

11. Establishes goals: Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

a. The student assists the OT in the development of short and long-term goals (in collaboration with client, family and significant others) to develop, improve and/or restore the performance of necessary functions; compensate for dysfunction; and/or minimize debilitation in the areas of:

1. ADLs/IADLs
2. Selected sensorimotor skills
 - i. gross and fine motor coordination
 - ii. strength and endurance
 - iii. range of motion
 - iv. tactile awareness
 - v. visual-perceptual skills
3. Cognitive skills and performance
4. Psycho-social skills and performance

IV. INTERVENTION

12. Plans intervention: In collaboration with the occupational therapist (or supervisor), establishes methods, duration, and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.

a. The student, prior to treatment, establishes an intervention plan consistent with the patient's diagnoses, current level of understanding and functioning, patient's goals and prior level of functioning.

13. Selects interventions: Selects and sequences relevant interventions that promote the client's ability to engage in occupations.

- a. The student chooses purposeful activities that utilize sound clinical reasoning, are based in activity analysis and reflect the client's long and short term goals.
- b. The student is able to explain the clinical reasoning behind the choice of activity.

14. Implements intervention: Implements occupation-based interventions effectively in collaboration with clients, families, significant others and service providers.

- a. The student assists in the instruction of the client, family and significant others in the implementation of the home program.
- c. The student consistently gives instructions in task completion based on the client's level of understanding in terms of his/her motoric, perceptual and cognitive abilities.
- d. The student consistently has the patient engage in occupation-based activities that promote progress towards the established long and short term goals.
- e. The student is able to identify problem areas of a given orthotic and make minor adjustments to improve safety and comfort.

15. Activity Analysis: Grades activities to motivate and challenge clients in order to facilitate progress.

- a. The student adapts activities as needed by upgrading, downgrading or using adaptive devices to facilitate the completion of the activity in a safe and therapeutic manner.
- b. The student uses good judgment in selecting the appropriate modality and/or technique in which to implement the program.
- c. The student determines the complexity of presentation of directions that the patient can understand (i.e. multi-step v. one-step directions).
- d. The student is able to verbalize to supervisor alternative plans prior to the session.

16. Therapeutic Use of Self: Effectively interacts with clients to facilitate accomplishment of established goals.

- a. The student responds to positive and appropriate behaviors of the client to sustain or strengthen the behaviors.
- b. The student is able to identify negative/inappropriate client behaviors (manipulation, resistance to treatment, anxiety, fear, aggression, social inappropriateness, frustration and anger).
- c. The student responds to inappropriate or extreme behaviors of the client to diminish or redirect those behaviors.
- d. The student facilitates group interaction, cooperation and sharing by utilizing appropriate leadership skills and strategies.
- e. The student uses discretion in sharing personal and professional information with the patient.
- f. The student gives timely and effective feedback to the patient.

17. Modifies intervention plan: Monitors the client's status in order to update, change or terminate the intervention plan in collaboration with the occupational therapist.

- a. The student reports to the supervisor when there has been a change in the client's program (improvement, decline or plateau) and makes suggestions for changing the treatment program.
- b. The student intervenes as necessary at signs of fatigue or frustration.

IV. COMMUNICATION

18. Verbal /nonverbal communication: Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers and the public.

- a. The student discusses the client's performance and any changes with the client, family and significant others and other disciplines as needed.
- b. The student utilizes professional, appropriate language in all verbal and nonverbal communication.

19. Written communication: Produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation and grammar.

- a. The student maintains records in accordance with departmental policy and procedures.
- b. The student utilizes professional language in all written communication.
- c. The student demonstrates complete documentation in the given electronic medical record or hand written documentation.

V. PROFESSIONAL BEHAVIORS

20. Self-responsibility: Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.

- a. The student participates in continuing education and in-service programs when available.
- b. The student identifies personal strengths and need areas.
- c. The student assumes responsibility for his/her own education growth by requesting demonstrations from supervisor or other staff members of specialized equipment or techniques even if the student's current caseload may not be utilizing it.
- d. The student takes advantage of opportunities to observe other therapists/ disciplines.
- e. The student identifies his/her own continuing education needs in consultation with his/her supervisor and establishes goals/plans to meet those needs in the context of the fieldwork affiliation.
- f. The student communicates with supervisor when caseload needs to be adjusted to be more or less challenging.
- g. The student chooses assignment topics that further own learning, rather than duplicating information completed in earlier classes or FW assignments.

21. Responds to feedback: Responds constructively to feedback.

- a. The student appropriately receives feedback/supervision from the immediate supervisor or other professional staff using active listening skills.
- b. The student implements supervisory feedback in a timely manner and demonstrates carryover of the feedback throughout the rest of the fieldwork.
- c. The student demonstrates flexibility/adaptability with change needs in the clinic.

22. Time management: Demonstrates effective time management.

- a. The student plans his/her daily schedule according to assigned workload.
- b. The student completes documentation, client treatment sessions, preparation/clean up responsibilities, meetings, and learning assignments in a timely manner without external reminders from the supervisor.
- c. The student completes documentation in a time fashion according to departmental policies and procedures.
- d. The student demonstrates flexibility in managing own workload and the needs of the department.
- e. The student uses "down time" effectively and productively.
- f. The student prepares and maintains the work setting, equipment and supplies in a way that ensures safety and orderliness of the clinic or work environment.
- g. The student arrives at site in a timely manner and is ready to work at the designated time

23. Interpersonal skills: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact and empathy.

- a. The student employs active listening skills when interacting with patients, visitors and staff.
- b. The student maintains positive, open communication within all encounters with patients, visitors and other staff.
- c. The student gives honest, respectful feedback to the supervisor.
- d. Displays ability to compromise when collaborating with patients.
- e. Coordinates work schedule to accommodate program and departmental needs.

24. Cultural competence: Demonstrates respect for diversity factors of others including, but not limited to social-cultural, socioeconomic, spiritual and lifestyle choices.

- a. Adapts/modifies behavior according to other cultural needs.
- b. Relates to others with appreciation for differences
- c. Demonstrates understanding of cultural diversity and integrates into treatment.

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