

The 42 Behavioral Objectives are reflective of the AOTA Level II Student Performance Evaluation. Please review the following objectives and if changes need made contact the Academic Fieldwork Coordinator (AFWC) at Florida Gulf Coast University (FGCU) for discussion. If not, this document will serve as one method of collaborating with Fieldwork (FW) sites / Fieldwork Educators (FWE) in establishing the fieldwork behavioral objectives. These objectives are made known to the student in the Occupational Therapy Program Student Fieldwork Manual and during the FW preparation lecture.

**Section I. Fundamentals of Practice:**

- *Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, those related to human subjects research.*
- *Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.*
- *Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.*

**Section II. Basic Tenets:**

- *Clearly and confidently articulates the values and beliefs of the occupational therapy profession to client, families, significant others, colleagues, service providers, and the public.*
- *Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.*
- *Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.*
- *Collaborates with client, family, and significant others throughout the occupational therapy process.*
- *Collaborates with client, family, and significant other throughout the occupational therapy process.*

**Section III. Evaluation and Screening:**

- *Articulates a clear and logical rationale for the evaluation process.*
- *Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.*
- *Determines client's occupational profile and performance through appropriate assessment methods.*
- *Assesses client factors and context(s) that supports or hinder occupational performance.*
- *Obtains sufficient and necessary information for relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.*
- *Administers assessments in a uniform manner to ensure findings are valid and reliable.*
- *Adjusts/modifies the assessment procedures based on client's needs, behaviors, and culture.*
- *Interprets evaluation results to determine client's occupational performance strengths and challenges.*
- *Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.*
- *Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.*

**Section IV. Interventions:**

- *Articulates a clear and logical rationale for the intervention process.*
- *Utilizes evidence from published research and relevant resources to make informed intervention decisions.*
- *Chooses occupations that motivate and challenge clients.*
- *Selects relevant occupations to facilitate clients meeting established goals.*
- *Implements intervention plans that are client-centered.*
- *Implements intervention plans that are occupation-based.*
- *Modifies task approach, occupations, and the environment to maximize client performance*
- *Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.*
- *Documents client's response to services in a manner that demonstrates the efficacy of interventions.*

**Section V. Management of Occupational Therapy Services:**

- *Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.*
- *Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.*
- *Demonstrates understanding of the costs and funding related to occupational therapy services at this site.*
- *Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.*
- *Produces the volume of work required in the expected time frame.*

**Section VI. Communication:**

- *Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.*
- *Produces clear and accurate documentation according to site requirements. All written communication is legible, using proper spelling, punctuation, and grammar.*
- *Uses language appropriate to the recipient of the information including but not limited to funding agencies and regulatory agencies.*

**Section VII. Professional Behaviors:**

- *Collaborates with supervisor(s) to maximize the learning experience.*
- *Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.*
- *Responds constructively to feedback.*
- *Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.*
- *Demonstrates effective time management.*
- *Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.*
- *Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.*