



**BAKER COLLEGE
STUDENT LEARNING OUTCOMES**

**OCC 5610 Level I Fieldwork (Adults)
1 Semester Hours**

Student Learning Outcomes & Enabling Objectives

1. Incorporate work habits and behaviors appropriate to the setting and to the student's level of professional development. This includes the student's ability to recognize his/her own limits and seeking answers to clinical questions.
 - a. Contact assigned clinical site in a timely manner & collaborate with fieldwork educator to review expectations and schedule.
 - b. Consistently attend/participate at clinical site for a minimum of 70 hours.
 - c. Obtain a minimum score of 200 on the Evaluation by Fieldwork Educator.

2. Develop/portray rapport and a therapeutic relationship with patients, clients, and as appropriate, families of patients. Under supervision of an occupational therapy professional, collaborate with the client/family to identify areas for goal setting and intervention and to monitor/reassess the effect of intervention and the need for continued or modified intervention.
 - a. Complete AOTA Occupational Profile Template on a minimum of one client.
 - b. Include a minimum of one self-identified learning objective related directly to therapeutic use of self with client/family interaction at the assigned clinical site.

3. Maintain confidentiality, professional ethics, and consistency in observing the rules, safety precautions, and standards of the assigned setting.
 - a. Consistently demonstrate confidentiality, ethics, and safety at the clinical site (Items 1 & 2 on the Evaluation by Fieldwork Educator).
 - b. Comply with HIPAA guidelines in online and face-to-face discussions with class/instructor as well as all written submissions.

4. Develop mature working relationships with staff including seeking feedback from fieldwork educator and modifying behavior in response. Effectively communicate and work interprofessionally with those who provide services in order to clarify each member's responsibility in executing an intervention plan.
 - a. Consistently demonstrate professional and personal boundaries, cooperation, and participation in the supervisory process at the clinical site (Items 6, 7, & 10 on the Evaluation by Fieldwork Educator).

5. Formulate and answer questions about patient care and procedures in a professional manner. Use available documentation to understand the occupational performance issues of the client or population of the agency.
 - a. Actively participate in discussion of case presentations.
 - b. Accurately interpret information obtained from the patient chart to inform final case presentation.

6. Perform and integrate patient observation and basic documentation skills. Observe occupational performance of the client and discuss with fieldwork educator to assure observations are accurate.
 - a. Demonstrate competency with SOAP note writing, integrating terminology from the Occupational Therapy Practice Framework accurately.
 - b. Provide critical feedback on documentation to peers utilizing established guidelines.

7. Relate suggestions for treatment goals, occupations, and approaches based on patient/client needs and theoretical principles. Demonstrate ability to use current practice models to construct explanations of occupational performance barriers and facilitators.
 - a. Demonstrate competency with writing client goals according to COAST format.
 - b. Discuss relevant models of practice as related to case presentations.

8. Use appropriate procedures and protocols when administering assessments under the supervision of an occupational therapy professional. Be able to demonstrate an understanding of how psychosocial factors can influence the assessment process and occupational engagement.
 - a. Discuss assessment strategies utilized at the assigned fieldwork site.
 - b. Integrate information from the assessment, including the AOTA Occupational Profile Template, into the selected case presentation.

9. Under supervision of an occupational therapy professional, select and provide direct occupational therapy interventions to enhance safety, health and wellness and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. Demonstrate the ability to distinguish between, and implement, use of preparatory, purposeful, and occupation-based activities. Select and teach compensatory strategies that support performance, participation, and well-being.

- a. Include a minimum of one self-identified learning objective related directly to hands-on participation in occupational therapy intervention services at the clinical site.
 - b. Prepare an occupation-based intervention kit specifically designed to address deficit areas of one client within the context of the assigned fieldwork site.
10. Incorporate evidenced-based research to real-world clinic experiences. Use professional literature and research to clarify reasoning and articulate rationale for evaluation and treatment interventions.
- a. Select a minimum of one research article to support the proposed intervention within the case presentation.

Required Elements

- RE 1. Students must have Level I Fieldwork portfolio up to date with required health information and background check.
- RE 2: Students are required to complete a minimum of 70 hours at the assigned clinical site. In addition, students are required to attend the assigned clinical site a minimum of 1x per week during the assigned weeks of the fieldwork experience.
- RE 3: Students must receive a minimum score of 200 on the Evaluation by Fieldwork Educator to pass the course.

These SLOs are not approved for experiential credit.

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Effective: Fall 2018