

**XAVIER UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

Level Two Fieldwork Objectives

The objectives for the Level II Fieldwork experience for a Xavier University Occupational Therapy student are listed below. If you feel that these objectives are currently being met by your fieldwork education program, and that, to the best of your knowledge, your program design is consistent with the education philosophy of the Xavier University Occupational Therapy program, please indicate your agreement with your signature and date at the end of this document.

“The goal of Level Two fieldwork is to develop competent, entry-level, generalist occupational therapists. Level Two fieldwork must be integral to the [educational] 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.”

(March 2007. Accreditation Council on Occupational Therapy Education Guide to Compliance with the 2006 Master’s Level OT Standards. p.30.)

Upon completion of Level Two Fieldwork, the student will demonstrate entry level competency on the following items as specified on the AOTA Fieldwork Performance Evaluation¹:

1. Adhere to facility procedures, state laws, and ethical standards in accepting, responding to, and generating referrals as well as initiating OT services via educating others regarding the scope of OT practice. (*FWPE items # 1, 4, 5*)
2. Utilize client-centered, evidenced-based evaluation procedures and assessment tools to determine service recipients' occupational performance strengths and needs in order to screen, plan intervention, determine progression or regression, and prepare for transition and/or discontinuation. (*FWPE. items # 8-26*)
3. Develop and implement client-centered, occupation-based intervention plan according to current models of occupational therapy theory and practice, and supported by evidence in the literature. (*FWPE. items 5, 18-26*)
4. Facilitate the process of transition services and discontinuation based on client's satisfaction, achievement of maximum benefit, and/or contextual influences. (*FWPE. items 18-26 and 42*)
5. Produce effective oral and written communication relevant to the roles and duties of an occupational therapist, including ability to interact with consumers and staff in a professional manner, as well as using context-based terminology. (*FWPE. items 17, 26, and 32-35*)
6. Demonstrate appropriate professional and ethical behavior as evidenced by:
 - A. Establishing and maintaining therapeutic and supervisory relationships; (*FWPE. items 36-42*)
 - B. Incorporating sensitivity and respect for safety and confidentiality; (*FWPE items 1-3*)

- C. Understanding the roles and working collaboratively with other health professionals, including the OTA and other team members; (*FWPE. items 7, 27, 28, and 32*)
- D. Assessing, improving and maintaining self-competency and professional skills; (*FWPE items 36, 37, 38, and 39*)
- E. Accepting and applying feedback to promote self-directed learning and growth; (*FWPE. items 37 and 38*)
- F. Developing a broad sense of professional responsibility to the facility and the community at large, and showing concern for social and health care issues based on efficient and effective intervention; (*FWPE. items 29, and 42*)
- G. Developing a positive professional self-image. (*FWPE. items 37 and 41*)

7. Utilize critical thinking skills throughout daily practice to organize solutions that promote efficient, effective personal and professional performance. (*FWPE. items 3, 8, 18, 19, and 24*)

Additional Objectives specified by the field site for this placement:

Georganna Joary Miller, M.Ed., OTR/L
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 Xavier University
 Cincinnati, Ohio

Date _____

Date _____

1. American Occupational Therapy Association. (2002). *American Occupational Therapy Association, Inc. Fieldwork Performance Evaluation for the Occupational Therapy Student*. Bethesda, MD: American Occupational Therapy Association.