



MGH INSTITUTE
OF HEALTH PROFESSIONS
Department of Occupational Therapy

For all students, some opportunity to review a client chart and speak with the patient and/or family-caregiver would be helpful for them to complete their academic client case analysis assignment. This has been working well so far with the Fall 2014 and Spring 2015 Level I experiences.

For OP Neuro – it would seem that an opportunity to participate in adapted ADL/IADL training, along with reinforcement of safety precautions (as applicable) and home programs might be reasonable for some student involvement.

For IP Acute – having an opportunity to measure/monitor vital signs and assist with some bed/functional mobility and/or light ADL would be suggestions.

Learning objectives for Level I fieldwork:

- Acknowledges and adheres **to safety** precautions and practices related to client care and facility policies and procedures as evidenced by:
 - Adheres to proper infection control standards
 - Anticipates need for preparation of the environment of care by identifying and obtaining necessary equipment prior to treatment
 - Assists in setting up and maintaining the environment for safety prior to, during and after treatment

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- **Communicates effectively with patients, family members, peers and CI as evidenced by:**
 - Introduces self and clearly and performs proper patient identification
 - With assist, explains the purpose of the session
 - Uses terminology appropriate to the level of the listener
 - Utilizing active listening skills
 - Recognizing when communication has not been effective

- Identify the impact of pathology, impairment, functional limitations and disability, and/or psychological and social influences on occupational performance. With assist:
 - Based on pathology, identify symptoms that may impact previous function and current performance
 - Describe the gap between previous and current function

- Identify the roles of the interprofessional care team and recognize various disciplines value in delivery of care.
 - With assist, identifies information needed from team members, prior to initiation of treatment
 - With assist, identifies information that needs to be communicated with nursing following intervention and initiates communication

- Apply knowledge learned in the curriculum to the professional practice setting.

- **Obtain or identify pertinent data from the practice setting to complete a history and occupational profile (of a selected client, group/population, or agency/organization).**
 - With assist, collects relevant data via medical record/referral review including diagnosis and history of current illness, relevant co-morbidities, precautions, orders and current medical and functional status
 - During discussion hypothesizes how this data may impact the examination plan and patient functional status

- **Develop beginning levels of comfort and skill in interviewing clients as evidenced by:**
 - Obtains relevant information: Patient understanding of reason for hospitalization, current level of function, goals, home environment, occupational profile, pain, etc.
 - Asks questions in a logical manner
 - Body language communicates respect for others

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- With assist, responds to non-verbal communication of others

- Demonstrate respect and appreciation for clients and populations with diverse backgrounds, including psychological and social factors that influence engagement in occupation.
 - Identifies cultural factors that may impact OT intervention
 - Discusses ways to modify approach based on cultural issues

- Identify the contribution of client-centered and occupation-based perspectives in assigned setting.
 - Identify what the patient does normally and would like to be able to do at the end of the episode of care
 - Identify resources or simulation that would allow the patient to practice skills related to these goals

- Communicate relevant observations through oral and written means of incorporating professional terminology.
 - Uses observational skills to identify variables that will impact care (cognition, communication, behavior, family interactions, patient preferences)
 - Beginning skills in observation of functional performance that identify factors that contributing to patient occupational performance difficulties

With CI assistance demonstrate selected basic skills of examination including taking vital signs, ROM, MMT, sensory testing and functional assessment.

Fieldwork Supervisors will complete an evaluation of each student, rating performance on the following categories:

- Professional Behavior
- Participation in Supervisory Process
- Observation Skills
- Verbal and Interprofessional communication
- Interpersonal Skills
- Direct care related activities (as applicable)
- Teamwork

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