



**Shepherd Center**  
**Atlanta, Georgia**  
**Occupational Therapy Student Program**  
**Fieldwork Objectives**

6. 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.
  - Verbalizes the differences in role delineation for an OT, OTA, and Rehab Technician within the practice setting.
7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.
  - Establishes treatment priorities after discussing goals with all concerned parties
  - Reviews progress with client, family, and significant others at regular intervals

**III. EVALUATION AND SCREENING**

8. **Articulates a clear and logical rationale** for the evaluation process.
  - States how and why a specific approach to the evaluation process is being used
9. **Selects relevant screening and assessment methods** while considering such factors as the client's priorities, context(s), theories, and evidence-based practice.
  - Identifies conditions and precautions associated with apparent deficits of assigned patients.
  - Selects appropriate component areas to assess, based on the center's practices and the patient's level of apparent deficits and secondary diagnoses and complications
10. **Identifies and describes** the client's current level of occupational performance and performance through appropriate assessment methods.
  - Reads the client's clinical evaluation prior to initiating evaluation, and verbalizes an understanding of the client's premorbid occupational performance.
11. **Assesses client factors and context(s)** that support or hinder occupational performance.
  - Utilizes correct procedures for assessing individual performance areas
  - Selects appropriate areas for further assessment
12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
  - Interviews patient or caregiver to obtain relevant information



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**IV. INTERVENTION**

18. **Articulates a clear and logical rationale** for the intervention process.
  - Completes thorough treatment plans for clients
  - Prioritizes problem areas and addresses foundation skills needed for treatment progressions
  
19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.
  
20. **Chooses occupations** that motivate and challenge clients.
  - Facilitates self-care activities for eating, grooming, bathing, dressing, and toileting skills
  - Directs patient performance in areas of IADLs as the functional level allows
  
21. **Selects relevant occupations** to facilitate clients meeting established goals.
  - Demonstrates functional-based interventions for self-care performance components
  - Directs patient performance in areas of IADLs as functional level allows
  - Participates in community re-entry outings
  - Refers and implements group-based participation to address problem areas
  
22. **Implements intervention plans that are client-centered.**
  - Incorporates patient priorities into established goals
  - Schedules and performs ADLs/AM programs appropriate to the patient's level of participation
  - Considers age level when directing all patient care activities
  
23. **Implements intervention plans that are occupation-based.**
  - Directs self-care remediation
  - Utilizes purposeful activities during treatment sessions
  - Demonstrates awareness of the patient's various life roles in selecting activities
  - Selects activities that are meaningful and relevant to the patient
  
24. **Modifies task approach, occupations, and the environment** to maximize client performance.
  - Identifies and addresses underlying problems and prerequisite skills to promote gains in higher-level functional skills



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30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
- Arrives promptly to scheduled meetings and treatment sessions.
  - Completes assignments by scheduled deadlines
  - Schedules patient treatments to make optimal use of treatment time given current assignment and caseload
  - Utilizes unscheduled time to increase learning
  - Maintains personal schedules and lists to ensure timely completion of responsibilities
  - Prepares in advance for meetings and treatments
  - Notifies supervisor and OT educator when problems arise
31. **Produces the volume of work** required in the expected time frame.
- Adjusts work pace to accommodate increased workload
  - Provides assistance to other staff members when able
  - Recognizes when current workload prohibits helping others

**VI. COMMUNICATION**

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Recognizes communication styles of self and supervisor; adjusts