

## Level 1 Fieldwork Competencies Objectives and Ideas to Facilitate Teaching and Learning

### Resource for use with:

Bossers, A., Miller, L.T., Polatajko, H.J., & Hartely, M. (2007). *Competency Based Fieldwork Evaluation for Occupational Therapists*. Scarborough, ON: Nelson Education Limited.

### Common Questions:

#### *What are competencies?*

Competencies reflect the integration of theoretical and clinical learning and move beyond simple skill assessment (Epstein & Hundert, 2002). Seven core competencies have been identified by the CAOT that represent the “knowledge, skills and abilities required for an occupational therapist to practice. They are meant to serve as the “platform for entry to practice requirements”

#### *How many objectives do the students need to develop?*

The students are required to develop a minimum of one, preferably two learning objectives for each of the competencies

#### *How do you mark students learning objectives?*

The learning objectives are evaluated separately using the visual analogue scale found at the back of each of the competency documents. The completion of the learning objectives is part of the evaluation of the overall competency, but does not form the foundation of each competency evaluation.

#### *How do you score the CBFE?*

You score the students on their overall performance on each of the competencies. While the students may have completed their learning objectives in each area, this represents only a piece of the competency. The CBFE is scored on a 1-8 likert scale however Queen’s has portioned out a segment of the CBFE that corresponds to the placement level. For example: *A level one student is expected to be scored between 1-3, level three between 6-E.*

#### *Do students evaluate themselves?*

As part of the curriculum students have purchased the CBFE manual. They are required to complete their learning objectives form **and** a self-evaluation of their competencies at mid-term and final evaluation.

## **Practice Knowledge**

### **Level 1**

- Develop an understanding of the various conditions treated in your clinical area
- Identify frames of reference or theories underlying the care of patients Explain clearly to patients the role of occupational therapy

### Ideas for teaching and learning

- Discuss theories in the context of intervention
- Ask appropriate questions
- Direct them to the appropriate resources
- Provide opportunities for students to administer and analyze assessments
- Provide opportunities for students to explore other clinical areas and disciplines
- Know student's existing knowledge and skills and build upon them

## **Clinical Reasoning**

### **Level 1**

- Demonstrate analytical thinking through discussions of cases with therapists
- Demonstrate good problem-solving skills with moderate assistance
- Demonstrate excellent judgment – i.e. seek therapist input prior to assessment or intervention
- Be aware of interactive reasoning during client interactions

### Teaching and learning

- Interpreting and analyzing assessment results
- Use assessment results to develop intervention plans
- Allowing student to choose proper assessments
- Selecting an appropriate intervention that provides a proper challenge
- Discharge planning
- Knowing how to explain what you are doing
- Reflection in action
- Reviewing the five types of clinical reasoning in relation to intervention and assessment
- journal reflections

## **Facilitating Change with a Practice Process Assessment**

### **Level 1**

- Become familiar with assessment tools – including the literature supporting the assessment tools (i.e. reliability, validity, clinical utility)
- Observe 5 assessments (interview, formal tests, informal observations) performed by therapist
- Perform 2-3 assessments with supervision
- Discuss with therapist causes of dysfunction/problems, goals and possible intervention plan with assistance

## **Intervention**

### **Level 1**

- Discuss intervention plans based on assessment results
- Become familiar with various treatment strategies and tools and the evidence for these interventions
- Carry out intervention plans with assistance
- Educate using various teaching methods (at least twice with assistance) e.g. OT role, energy conservation etc.
- Evaluate at least 2 client's progress and determine appropriate discharge plans with assistance

### **Teaching and Learning**

- Education to team members/clients regarding the role of an OT
- Collaborative goals setting with clients and team
- Research new assessment and treatment techniques
- Contribute to team meetings
- Co-lead/lead groups
- Make appropriate referrals
- Develop new groups
- Advocate for client
- Facilitate d/c plan and follow-up

## **Professional Interactions and Responsibility**

### **Level 1**

- Interact appropriately with members of the interdisciplinary team.
- Seek to understand the roles of other team members
- Become a trusted member of the team
- Accept and respond appropriately to feedback, incorporating suggestions provided
- Provide feedback to therapist re: role as clinical educator in a professional manner
- Demonstrate respect, integrity and client-centeredness in all interactions

### **Teaching and Learning**

- Review ethical and legal practice standards
  - Confidentiality
  - COTO binder
  - Scenarios and COTO modules
- Client and group needs
  - Assessment and goal setting
  - Discuss assessment and intervention process focusing on client-identified needs
- Participation in rounds and family conferences
- Review learning objectives regularly
- Regular feedback sessions
- Shadow other professionals and other therapists

## Communication

### Level 1

- Prepare simple written reports on clients (at least 2) with moderate-maximum assistance
- Demonstrate good communication skills – both verbal, non-verbal and written
  - Maintain eye contact and use appropriate non-verbal communication to foster client-rapport
  - Use of open and closed ended question and probes to obtain relevant information
  - Respond with basic empathy statement to clients
- Communicate with assistance during team meetings
- Provide education to client that is at an appropriate level with moderate assistance
- Communicate learning needs to supervisor through learning objectives

### Teaching and Learning

- Lead by example
- Enable students to foster relationships
- Allow students to speak and be active during rounds and team interactions
- Orientation with all team members to promote communication and rapport
- Create comfortable work atmosphere
- Read over written reports and provide constructive feedback
  - Provide report templates
  - Provide examples of reports
  - Edit once and allow student to develop own writing style
- Foster genuine communication and enable students own communication style to develop

## Professional Development

### Level 1

- Identify skills areas which you would like to improve/have experience in during the placement
- Be ultimately accountable for ensuring that your learning needs/objectives are met through consultation reading, providing client care and exposure to the learning experiences available to you i.e. Rounds, in-services
- Complete (if appropriate) at least one project in a n area of interest to improve care of clients, or enhance learning of specific condition, assessment or intervention

### Teaching and Learning

- Project/presentation of students choice
- Self-evaluation at mid-term and final
- Reflective journal identifying strengths and weaknesses
- Presenting information during rounds and other professional arenas
- Opportunities to shadow other OT's and professionals
- Being prepared to assessment and provide appropriate intervention to client's
- Opportunities to attend conferences/in-services
- Weekly meeting to review strengths and areas that require improvement
- Identify learning resources at site

## Performance Management

### Level 1

- Show responsibility and initiative with general procedures (e.g. organize and maintain equipment and treatment areas, )
- Organize and prioritize time efficiently with moderate supervision
- Seek assistance and feedback appropriately – taking initiative with this especially when supervising therapist is very busy
- Maintain statistical records with minimal supervision
- Completes all client files and projects by end of placement
- Develop 1 SMART learning objective for each competency with minimal assistance

### Teaching and Learning

- Provide calendar/outline of a typical week
- Provide opportunity for student to supervise others
- Provide student with reading prior to start date
- Practice what you teach
- Good orientation to facility
- Weekly feedback session with self-evaluation/reflection component
- Provide opportunities for leadership
- Encourage/re-direct co-workers to student for information regarding clients they are treating
- Sample charts
- Workload measurements
- Outline of possible learning objectives