

## Level 2 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 CFFE?***

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 CFFE is scored on a 1-8 likert scale however Queen’s has portioned out a segment of the CFFE that corresponds to the placement level. For example: *A level two student is expected to achieve scores between 4-6.*

#### ***Do students evaluate themselves?***

As part of the curriculum students have purchased the CFFE 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 2**

- Demonstrate an understand of the various conditions treated in your clinical area
- Articulate the frames of reference of theories underlying the care of patients
- Explain clearly to clients the role of occupational therapy.

### **Clinical Reasoning**

#### **Level 2**

- Make appropriate decisions based on sound analytical thinking with minimal assistance
- Demonstrate good problem-solving skills with minimal assistance
- Demonstrate excellent judgment
- Be aware of the five different types of clinical reasoning and articulate interactive reasoning during client interactions.

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

#### **Level 2**

- Become competent in the use of 1-2 assessment tools
- Identify and evaluate the literature pertinent to the assessments and identify other similar assessments in the literature
- Perform 5-10 assessments with minimal supervision
- Discuss areas difficulties/dysfunction based on assessment results and develop goals and intervention plan with minimal assistance.

### **Intervention**

#### **Level 2**

- Formulate at least 5 treatment plans with moderate assistance
- Demonstrate competence in using various treatment strategies and tools
- Identify and evaluate the literature pertaining to the various interventions.
- Carry out at least 5 intervention plans with moderate-minimal supervision.
- Educate using various teaching methods (at least 5 clients with minimal supervision)
- Evaluate at least 5 clients' progress and determine d/c plans with moderate supervision

### **Professional Interactions and Responsibility**

#### **Level 2**

- Interact and begin to consult appropriately with member of the inter-disciplinary team.
- Demonstrate clear understanding of the roles of other team members
- Become a fully interacted, trusted and respected member of the team
- Accept and respond appropriately to feedback, incorporating suggestions provided.
- Provided feedback to therapist re: role as educator and as clinician in a professional manner using specific examples
- Demonstrate respect, integrity and client-centeredness in all interactions
- Be aware of practice standards
- Demonstrate commitment surrounding professional boundaries and ethical/legal conduct
- Handle conflict and difficult situations effectively with professionalism

## **Communication**

### **Level 2**

- Prepare written reports on clients using appropriate terminology with moderate-minimum assistance
- Demonstrate professional communication skills – both verbal, non-verbal and written
  - Maintain good eye contact and appropriate non-verbal communication to foster client rapport
  - Use of open and closed ended question and probes to obtain relevant information and understand the client's story
  - Respond empathically to clients
  - Use of active listening
- Communicate independently during team and family meetings
- Provide education to client that is at an appropriate level
- Communicate learning needs to supervisor through learning objectives and direct verbal feedback.

## **Professional Development**

### **Level 2**

- Identify skills areas which you would like to improve/have experience in during the placement and develop SMART learning objectives in order to develop these specific areas
- Ability to identify areas of strengths and weaknesses
- Identify learning strategies to ensure accountability that 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 an area of interest to improve care of clients, or enhance learning of specific condition, assessment or intervention

## **Performance Management**

### **Level 2**

- Show responsibility and initiative with general procedures (e.g. organize and maintain equipment and treatment areas, providing appropriate tasks to support staff as needed)
- Organize and prioritize time efficiently with minimum supervision
- Use resources and literature to solve problems
- Seeks assistance and feedback appropriately – taking initiative with this especially when supervising therapist is very busy
- Maintain statistical records independently
- Completes all client files and projects by end of placement
- Develop 1-2 SMART learning objectives for each competency independently