

Level 3 Fieldwork Competencies Objectives and Ideas to Facilitate Teaching and Learning

Resource for use with:

Bossers, A., Miller, L.T., Polatajko, H.J., & Hartley, 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 level three, students are expected to demonstrate competence consistent with a score of 6-8 on the CBFE.

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 3

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

Clinical Reasoning

Level 3

- Make appropriate decisions based on sound analytical thinking independently
- Demonstrate excellent problem solving skills with minimal or not assistance
- Demonstrate excellent judgment at all times
- Be able to define and describe the five types of clinical reasoning
- Be able to identify the types of clinical reasoning that occurs during a clinical encounter

Facilitating Change with a Practice Process Assessment

Level 3

- Become competent in the use of all relevant assessment tools
- Critically appraise the literature on the assessment tools used within the facility
- Perform 10-20 assessments independently
- Identify causing of difficulties/dysfunction, goals and intervention plan independently or with minimal assistance

Intervention

Level 3

- Formulate at least 10 treatment plans with independence or minimal supervision
- Demonstrate competence in using various treatment strategies and tools
- Critically appraise the literature pertaining to the interventions used.
- Carry out at least 10 intervention plans with minimal – no supervision
- Educate using various teaching methods (at least 10 clients independently)
- Evaluate at least 10 clients' progress and determine discharge plans with minimal supervision

Professional Interactions and Responsibility

Level 3

- Interact and consult confidently with members of the inter-professional team
- Demonstrate clear understanding of the roles of other team members
- Become a fully integrated, respected and trusted member of and contributor to the team
- Accept and respond appropriately to feedback, incorporating suggesting provided.
- Provide 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
- Demonstrate a clear understanding of and commitment to practice standards surrounding professional boundaries and ethical/legal conduct
- Handle conflict and difficult situations effectively with professionalism

Communication

Level 3

- Prepare professional and clearly written reports on clients using appropriate terminology independently
- Demonstrate professionalism during all communication – both verbal, non-verbal and written
 - Maintain good eye contact and appropriate non-verbal communication to foster client rapport
 - Sophisticated use of questions 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 and initiates conversations and meetings with other team members
- Provide education to client that is at an appropriate level
- Communicate learning needs to supervisor through learning objectives and discussion.

Professional Development

Level 3

- Identify skills areas which you would like to improve/have experience in during the placement
- Develop and evaluate SMART learning objectives to ensure learning needs are being met on an on-going basis
- Accurately identify areas of strengths and weaknesses and identifies appropriate resources
- Apply 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 3

- Demonstrate 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 independently
- Use resources, 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