# Fieldwork Course Objectives

## Level I Fieldwork Objectives

 The objectives for Level I Fieldwork experiences are outlined in the corresponding seminar’s syllabus.  Syllabi and Level I fieldwork manuals are provided by the course instructor to both the student and fieldwork educator.

## Level II Fieldwork Objectives

 KU level II fieldwork objectives, in general, are designed so that upon completion of this course, the student will be able to:

1. Maintain safety of self and others throughout the occupational therapy process.
2. Adhere to appropriate regulatory standards for ethical decision making in all interactions.
3. Articulate the scope of occupational therapy practitioners to clients and interdisciplinary partners.
4. Collaborate with client, or significant other, to gather data for occupational profile.
5. Select and administer relevant holistic assessment procedures based upon the Occupational Therapy Practice Framework (OTPF).
6. Modify assessment procedures and employ therapeutic use of self-based upon client’s needs, behavior, culture and contexts to plan intervention.
7. Apply theoretical guidelines to interpret data, and establish and document intervention plans.
8. Utilize best available evidence to support the use of preparatory, purposeful and occupation based treatment intervention.
9. Evaluate and document client response to intervention.
10. Modify activities and environment to maximize client’s performance in meaningful occupation.
11. Modify and/or terminates the intervention plan as needed.
12. Demonstrate clinical reasoning throughout the process of service delivery in order to facilitate occupational performance.
13. Understand the roles and responsibilities of occupational therapist, occupational therapy assistant and/or aide and delegate duties as applicable.
14. Demonstrate understanding of the costs and funding related to occupational therapy services at the site.
15. Meet treatment and documentation responsibilities in accordance with ethical and regulatory standards for entry level practice.
16. Communicate professionally with others.
17. Demonstrate autonomy in learning by setting learning objectives and collaboratively working with others to achieve them.
18. Incorporate constructive feedback provided by others for professional growth.
19. Demonstrate positive interpersonal skills and respect for diversity in all communication and interactions.
20. Identify and integrate relevant psychosocial factors and the impact they have throughout the service delivery process