

Metropolitan Occupational Therapy Education Council of NY/NJ
Sample Behavioral Objectives written by Practitioners at the Joint Clinical Council Day
December 3, 2003

Revised 4/12/04

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including when relevant, to those related to human subject research.

Students will:

- Adhere to all confidentiality agreements within the network.
- Demonstrate awareness of patient confidentiality within the first week.
- Demonstrate awareness of assistance and/or seek assistance from supervisor.
- Follow HIPAA regulations.
- Maintain high standards of competence.
- Identify self as a student all of the time.
- Report any unsafe, undesirable behaviors observed from any patient.
- Will not release or discuss any patient related information without consent to any reviewing agency.
- Provide treatment with a nonjudgmental attitude.
- Not discuss patient problems or history in open areas.
- Conform to standards of client confidentiality, i.e. using private areas to discuss client cases with supervisor, ensuring clients chart is secure from view when writing notes.

3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Students will:

I. Demonstrate an understanding of environmental factors affecting clients' safety at all times by:

- Consistently analyze evaluation/treatment space for potential safety hazards prior to bringing the client into the environment:
 1. Equipment is set-up beforehand.
 2. All nonessential items are put away.
 3. Treatment area is scanned for slip and fall prevention.
 4. Is aware of potential hazards of equipment being used.
 5. Aware of sharps at all times.
- Adhere to facility policy regarding use of modalities, use of sharps, and operating equipment in the OT clinic.
- Consistently set-up and clean-up of work environment in a manner that prevents injury.
- Chooses activities that are safe, age appropriate, and appropriate for cognitive/emotional/physical capabilities of clientele.
- Consistently follows equipment safety protocols.

II. Anticipate and prepare for potential difficulties in the community as demonstrated by:

- Selecting offsite/community activity that demonstrates sound judgment.
- States agencies off-premises safety/emergency protocol prior to engaging in community activities and/or home visits.
- Anticipates problems/possible solutions prior to and during home visit and/or community outings.

III. State universal precautions and will adhere to guidelines at all times.

IV. Adhere to facility policies and regulations and OSHA precautions.

V. Articulate facilities HIPAA regulations and will abide by them by end of first week.

VI. Seek out assistance whenever in doubt.

Students Will:

- Report any signs of patient agitation to immediate staff if own effort to de-escalate patient has not worked.
 - Pay careful attention to all materials utilized in patient-care areas.
 - Gather data first regarding patients' history and symptoms before making initial treatment.
 - Be sensitive to patients' subjective comments during evaluation process
 - Consistently adhere to all safety practices including monitoring of sharps and locking all doors, cabinets, at all times.
 - Consistently provide limit setting in verbally sensitive and positive, nonthreatening, nonprovocative manner.
-

5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Students will:

- Follow guidelines for structure of groups.
- Relate values of occupation as it relates to clients' needs.
- Identify the project outcome and benefits of each group session with consumers.
- Express the value of "doing" as a therapeutic process and outcome.
- Verbally link engagement in a therapeutic occupation to client's goals to clarify how occupational therapy can assist client in achieving personal needs/goals.
- Accurately verbalize the importance of occupations/activities to clients.
- Effectively articulate the purpose and value of occupation to clients.

10. **Determines client occupational profile** and performance through appropriate assessment methods.

Students will:

- Utilize therapeutic use of self in order to gather all information.
- Consistently and accurately identify clients' values, interests, and needs through appropriate interview questions to guide further treatment and evaluation.
- Perform an open-ended interview or have client complete an OT questionnaire designed to assess client's needs, goals, and strengths.
- Review chart intake for client background and gather any necessary information from treatment form.
- Review chart for background information.
- Discuss the need for OT and what OT is about.
- Ask questions related to premorbid/current functioning in areas of IADL's, leisure, education, work, and referral programs.
- Evaluate patients utilizing all aspects, such as interview, assessments, family contact, and history of illness.
- Consider patients' cultural background and ask questions to clarify.

- Consider educational background of patient - might need to adjust use of language to get an accurate assessment.
- Collaborate with family members regarding how client functions at home.
- Select and use appropriate assessments in order to gather information of client's current level of functioning, life roles, and interests.
- Conduct interviews at a follow-up session that yields a complete picture of client's history, goals, and roles that are clearly and concisely documented in initial and progress notes.

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.

Students will:

- Obtain relevant information from the medical chart, prior to meeting with the patient.
- Incorporate information from intake and treatment meeting in order to choose age appropriate assessment.
- Demonstrate 90% beginning level competency in obtaining relevant resource information about clients prior to administering an independent evaluation (by midterm).

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.

Students will:

- Perform three assessments, quantify results, and establish goals by final week according to standardized instructions and relevant to areas of dysfunction.
- Select and administer assessments appropriate to psychiatry population.
- Compare, score, and document results of assessment in order to develop treatment plan.

14. Adjusts/modifies assessment procedures based on client's needs, behaviors, and culture.

Students will:

- Adjust how to respond to patient's questions during the standardized assessment by coming up with three responses and discussing with supervisor.
- Observe/assess emotional and physical state of clients and modify treatment as needed.
- Observe/assess fatigue, frustration, and/or resistant process and encourage client to perform at maximum capacity.

18. Articulates a clear and logical rationale for the intervention process.

Students will:

- Explain rationale, purpose, and goals of activities selected as it relates to the clients roles.
- Ensure that group projects include the goals, objectives, and rationale (based on clinical information regarding mental illness and diagnosis, observation of particular behaviors of consumers) as well as methodology.
- Ensure that the goals and objectives are identified at the beginning of each group session.
- Articulate consistently to clients, colleagues, significant others, service providers, and the public a clear and concise rationale for the intervention process (i.e. help clients connect content of the group to improvement in their lives).
- Identify the purpose of the assessment tool selected for the intervention.

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.

Students will:

- Assess and observe patient verbal and nonverbal communication.
- Learn to use and develop therapeutic use of self.
- Develop boundaries/limit setting with clients.
- Provide appropriate validation support and feedback to clients as needed.
- Need to set limits on how much self-disclosure is allowed on group discussion.
- Prepare instructions for the treatment process that are clear, concise, and understandable for each developmental level and learning style.
- Use terms appropriate to the clients level when giving directions and explaining task.
- Contribute clear and concise feedback in team meetings regarding each client's progress.
- Communicate and demonstrate effective communication skills to meet the needs of the client.
- Responds constructively to feedback.

36. Collaborates with supervisor(s) to maximize the learning experience.

Students will:

- Be an active part of supervision and feedback.
- Take initiative to identify difficulties experienced during evaluation/treatment.
- Take initiative to present plan of action to improve performance.
- Use feedback provided to come of with strategies/plans for improvement.
- Incorporate feedback from supervisor into treatment planning and intervention and discuss outcome.

38. Responds constructively to feedback.

Students will:

- Notice and respond to feedback in a way that would encourage an open exchange of ideas and develop entry-level skills in an effective way.
- "Hear" and act upon constructive feedback from supervisor by making suggestions as to what could have been or needs to be changed.
- Demonstrate an active and positive attitude evidenced by body language and use of voice.
- Verbalize understanding of feedback and develop effective and measurable goals for improvement as needed.
- Give ideas and respond to feedback on ways to improve by giving examples of what they would do and future situations.
- Demonstrate change in behavior that shows an understanding of feedback and a movement towards acquiring professional behaviors.
- Articulate positive feedback and strengths pointed out by supervisor.