

**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**

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

Students will:

- Always keep documents in a secure area.
- Avoid holding confidential conversations in public areas.
- Select private areas to discuss patients' private information.
- Read and practice the patient's Bill of Rights and HIPAA policies.
- Review safety policies and procedures of the facility.
- Be familiar with who will be attending therapy with the child and what his/her relationship is with the given child.
- Adhere to the American Occupational Therapy Association's Code of Ethics.
- Review and set up the space for any/all safety issues.
- Never leave a child alone.
- Never talk about a child in front of others.
- Check with supervisor before sharing information with parents.
- Do not discuss patient diagnosis with other patients.
- Do not share personal information.
- Demonstrate the ability to adhere to children's rights including confidentiality.
- Do not discuss a child's case or conditions unless in privacy with OT supervisor or other team members directly involved with the treatment of the child.
- Demonstrate respectful manner when approaching clients to include identifying self and the purpose of her (his) session.
- Adhere to HIPAA policies and confidentiality.
- Treat all children equally.
- Be informed of updated information on practice.
- Be knowledgeable of site's safety precautions (i.e. first aid, fire drill).
- Makes sure all documentation and charts are kept in a private and secure place.
- Consistently obtain signed permission forms from parents after clearly explaining purpose of their child's participation.
- Consistently display safety within treatment setting.
- Demonstrate respect/sensitivity from client's space and cultural practice.
- Identify information that is relevant and acceptable in written documentation.
- Can consistently use "person-planning" principles for treatment planning
- Consistently uses person-centered principles to guide treatment.

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**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.
- While evaluating and treating, the student should use judgment in safety.

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:

- Demonstrate safe set-up of transfer to all surfaces.
- Demonstrate proper body mechanics during therapy.
- Demonstrate safe use of equipment.
- Maintain a clutter free treatment environment and return all items to storage.
- Utilize ergonomically appropriate body mechanics.
- Assess environment prior to treatment and throughout treatment process.
- Continuously monitor patient's response to treatment (i.e. pain).

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**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:

- Demonstrate the ability to effectively communicate the purpose of occupational therapy and specific activities to goals of interest to the child, the child's parents, teachers, and other professionals involved in the care and treatment of the child.
- Provide clear, effective, and efficient documentation of the child's involvement in functional and productive activities, progress towards goals, and expected outcomes according to the policies and procedures of the facility.
- Demonstrate the ability to communicate with family and other service providers, the child's activity program, and tasks required for carry-over to home and community function.
- Demonstrate the ability to link clinic and OT room activities to improved classroom functioning.

- Consistently address parent and child's concerns and goals within the intervention so that the connection is easily understood, motivation is maintained, and participation is consistent.
- Demonstrate the ability to teach the child, family, and others the value of participation in occupational therapy activities.
- Share the goals/purpose of occupation and OT and parents, teachers, music, and dance therapists for specific clients-with less jargon but tying it into OT.
- Talk to the child at his/her level of understanding and engage the child in activities at his/her level of need and ability, while working towards goals of improved functioning.
- Consistently collaborate with the team, which includes patient and patient's family, in order to develop a complete treatment plan.
- Demonstrate the ability to provide relevant seminar or in-service about an aspect of occupational therapy to consumers and consumer advocates.
- Administer assessments and evaluations according to standardized techniques and within appropriate tests and developmental criteria.
- Adjust administration of testing materials and protocols according to child's responses, while keeping within the parameters of standardization.
- Familiarize self with all test materials and standardized administration protocols prior to using tools with children.
- Demonstrate the ability to effectively and accurately interpret and document evaluation results with moderate assistance through midterm, and efficiently and independently by the ninth week.
- Demonstrate the ability to accurately engage a child in optimum performance with both standardized and criterion based assessment tools.
- Clearly articulate understanding of when and why to use specific evaluations/assessments to be used prior to administration with a child.

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

Students will:

- Discuss child's perceived strengths and areas of weakness in areas of self-help, play, education, and social participation with parent or caregiver.
- Consistently use client-centered practice to gather a global understanding of client's needs.
- Gather all necessary information from prior evaluation, charts, client, client's parent to establish needs, values, interest, daily patterns, and history.
- Consistently and accurately identify client's values, interests, and needs through appropriate interview questions to guide further treatment and evaluation, within one week.
- Determine client's beliefs and goals using appropriate tools (i.e., COPM, interest checklist, PEDI).
- Communicate with parents via log, phone, etc. about their goals/priorities for the child within one week.
- Interview the child regarding goals.
- Gather information on child via parent/child/teacher interview, chart reading, etc (interests, needs, ADLs).
- Consult with teacher and parents, as well as other team members in determining goals for child.
- Consult and document teachers views of child's ability to function in classroom.
- Gather information regarding the child's siblings, pets, family members who have daily contact, and extended family members within the first two family sessions.

- Clearly articulate to supervisor who are the child's primary caregivers and what dynamics are observed in the relationship.
- Identify through clinical observation, parental report, and other clinicians reports child's preferences and dislikes.
- Involve patient's needs/wants/desires when determining goals and demonstrate client's agreement with goals of treatment.
- Interview family members as well as client regarding occupational barriers on a consistent basis.
- Demonstrate consistent knowledge of age and appropriate roles and patterns of using appropriate language (understandable to client and family) in communication.
- Utilize formal and informal assessments to determine occupational profile upon initial evaluation.
- Conduct client interview to determine client's occupational profile prior to beginning evaluation.

**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:

- Complete chart review before conducting evaluation.
- Speak with other therapists that work with child.
- Be aware of child's current level of functioning.
- Conduct a parent interview to gather relevant information about child.
- Review chart prior to administration of assessment.
- Obtain relevant background information from parent/caregiver.
- Assemble and review information input from teachers, parents, and chart prior to evaluating child.
- Elicit information from clients' interests, values, and culture, if indicated prior to and during evaluation.
- Review social history, past evaluations, and conduct parent/caregiver interview to gather relevant information to create an occupational profile prior to and during an evaluation.
- Obtain sufficient/necessary information including child/family/provider report prior to evaluation.
- Accurately record and report patient's personal and background information prior to administering evaluation/re-evaluation procedures.
- Obtain information from client to complete evaluation/activity.
- Rationalize use of assessment for specific client.
- Adequately obtain relevant information about client necessary to complete planned activity and/or evaluation.
- Demonstrate 90-100% accuracy in obtaining all relevant data/information prior to the evaluation.
- Collect and gather relevant data and information prior to evaluation to select appropriate assessment for clients.
- Obtain information regarding child's age, presentation concerns, developmental functioning, and context prior to choosing assessment tools
- Consistently elicits information regarding client's and families interests, values, and culture prior to the evaluation.
- Identify pertinent information prior to treatment or evaluation through methods including but not limited to:
  - other clinicians, clinical observation;
  - parent report, teacher report;
  - and social/educational/psychological evaluation.

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

Students will:

- Administers assessments according to test criteria—70% at midterm and 95% at final evaluation.
- Administers testing materials according to standardized protocol.
- Follow standardized assessment protocol with moderate assistance by midterm and independently at end of fieldwork.
- Follow instructions given in test manuals for standardized administration and written interpretation of assessment tools.
- Demonstrate understanding of the difference between standardized and criterion based assessment tools.
- Prepare and administer standardized procedures as defined by specific assessment tools to ensure valid and reliable findings during an evaluation.
- Follow instructions of standardized evaluation.
- Demonstrate difference between standardized and criterion referenced assessment.
- Follows standardized procedures and standards during evaluation for valid and reliable results.
- Properly identify appropriate evaluations/assessments to be used prior to administration.
- Demonstrate rationale for why a specific test was chosen and will be familiar with administration/scoring/validity/implications of results.
- Complete three observations of assessments and be prepared to independently administer three standardized assessment tools with 100% accuracy of data collection, data scoring, and 90% accuracy in data analysis (by midterm).

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

Students will:

- Display ability to respond to input and modify approach when client can/will not perform.
- Successfully engage child to perform assessment task within allowable and reasonable parameters.
- Show ability to adapt assessments when needed in order to elicit evaluation information.
- Be sensitive to and recognize the need to modify an environment and assessment procedure to adapt to child's needs to encourage performance at best ability.
- Adjust/modify assessment procedure if/when needed based upon the child's needs to ensure child's best performance.
- Successfully engage child in performing assessment tasks within reasonable/allowable parameters.
- Successfully engage child in evaluation tasks within reasonable and allowable parameters of assessment guidelines.
- Adjust within the parameters of an evaluation tool to meet the needs of a client.
- Successfully engage child with resemble parameters to perform/participate in the evaluation process.
- Demonstrate the ability to adapt the evaluation tool if unable to administer it in the intended manner.
- Demonstrate the ability to change assessment procedures as needed to gain critical information, documenting modification as required (i.e. with standardized tests).
- Demonstrate the ability to observe, through clinical observation, the child's ability to participate and perform assessment.

- Grade increases or decreases, depending on the child's mood and success rate, in order to maintain child's ability to engage in treatment or evaluation.

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

Students will:

- Be able to explain reasons for specific activities being assigned to child.
- Include descriptions of activities to supervisor, which clearly and accurately demonstrate clinical reasoning when creating activity.
- Describe activities to perform in home environment and reasons why they are relevant to child's ability to increase functional performance.
- Be able to explain clearly to supervisor one's rationale for selected interventions.
- Be able to explain clearly to clients, families, and team member the rationale for selected interventions.
- Consistently communicate reasoning behind selection of activities to one's supervisor.
- Consistently communicate the rationale in understandable terms to client families, significant others, colleagues, service providers, and public as experiences arise.
- Explain clearly to supervisor the rationale for their interventions.
- Articulate clinical reasoning process of intervention to supervisor.
- Use simple and clear reasons for each activity and explain how it will help each individual.
- Articulate clear and logical rationale for choice of treatment approach, intervention strategy, and method for different problems of clients.
- When asked, be able to clearly and calmly explain the reasons for techniques, modalities/preparatory and how they tie into the play, educational, and/or self-care areas with relevance to the individuals
- Discuss intervention, rationale, and functional relevancy of activities of a session with parents.
- Clearly, confidently. and accurately explain the value of activities used to parents, staff, and team.
- Explain what the intervention is to teachers and why you are working on specific area.
- Describe how intervention process and specific activities relate to occupation of client.
- Demonstrate the ability to articulate the rationale for the intervention to the family, colleagues, and care providers with appropriate language for individuals.

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

Students will:

- Demonstrate ability to develop and maintain rapport with child.
- Make effort to engage child in different types of therapeutic play while engaging in an activity.
- Communicate clearly and effectively with other providers and families.
- Present at informal and formal groups of team members and colleagues.
- Demonstrate good observational skills when communicating with clients, adjusting instructions based on clients' reactions.
- Be aware of nonverbal communication and body language of clients, families, and colleagues.
- Be able to show appropriate emotion for appropriate articulations - through body language, facial expression, and verbal feedback
- Clearly and effectively give instructions, responds to behaviors and questions, give feedback, and give appropriate cues and assistance.

- Give clear and understandable instructions prior to therapeutic activities.
- Give appropriate cues and assistance during therapy session.
- Speak appropriately in team meeting.
- Give clear and understandable instructions. Respond to questions or behaviors in an appropriate manner.
- Give appropriate amount of cues/assistance for child to participate in activities.
- Take into account cultural differences and language barriers (providing handout and information to parents, relatives, etc, in first language).

**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 up with strategies/plans for improvement.
  - Incorporate feedback from supervisor into treatment planning and intervention and discuss outcome.
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**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 in 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.