

# Site Specific Learning Objectives

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# Objectives

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- Attendees will define Site Specific Learning Objectives (SSLO).
- Attendees will describe rationale for use of SSLO.
- Attendees will identify general SSLO in accordance with customary university requirements.
- Attendees will create SSLO pertinent to their practice setting and facility.

# Competency and Entry-Level Defined

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Site Specific Learning Objectives: “required to accurately measure entry-level competence in a particular practice setting.” (Costa, 2015).

Per the FWPE:

**Competency**: “Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant” (AOTA, 2002).

**Entry-Level Practice**: Involves abilities and capacity to function in a professional environment

- Levels of expertise are defined for: OT, COTA, FW Educator, Supervisor, AFWC, Administrator, etc
- AOTA further expands – in detail – entry level vs intermediate vs high-proficiency
- American Occupational Therapy Association. (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087 – 99.

# Site-Specific Learning Objectives (SSLO)

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- Correlate with the AOTA FW Performance Eval (FWPE)
  - Competent entry-level practitioners
  - Guide midterm/final evaluation process
- Allow students to understand *how* they will be evaluated based on the FWPE items, and *what* is expected of them.
- Used by student and FE to guide learning activities, assignments, case studies, and supervision
- Help to individualize and objectify *specific* site requirements
- Compliance with ACOTE:

E.g. C.1.3. Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives and communicate with the student and fieldwork educator about progress and performance during fieldwork.

# Where to start?

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1) School of record

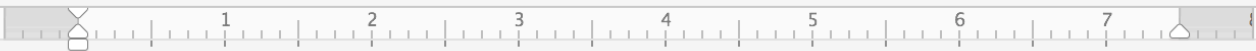
2) CA OT FW Council Website: <https://www.caotfwc.com/fwforms>

3) AOTA Website: <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

4) New England OT Education Council (NEOTEC) OR Philadelphia Region FW Consortium (PRFC):  
Philadelphia or New England “Site Specific Objectives Checklist”

- <http://neotecouncil.org/wp-content/uploads/2012/04/NEOTEC-Site-Specific-Objectives-Checklist.pdf>
- <https://intraweb.stockton.edu/eyos/gradstudies/content/docs/msot/PRFC%20SSLO%20and%20assessments%20checklist-final%20with%20intro.doc>

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Site Specific Weekly Objectives for **OTAS** Physical Disabilities

Level II Fieldwork

<p>Week 1</p>	<ul style="list-style-type: none"> <li>• Complete orientation to building</li> <li>• Locate supply closet, linen area, gym equipment</li> <li>• Orientation to medical chart and relevant documentation</li> <li>• Identify supervisor's patient's by name/diagnosis</li> <li>• Verbally (or written) treatment ideas for one patient treatment and discuss with sup</li> <li>• Observe: scheduling, treatments, evaluation, documentation, billing</li> <li>• Inventory of area to familiarize with equipment available</li> <li>• Instruction in billing procedures</li> <li>• Begin ADLs with close supervision</li> </ul>
<p>Week 2</p>	<ul style="list-style-type: none"> <li>• Complete pt interview/establish rapport with <u>1-3</u> patients</li> <li>• Assist with patient treatment with supervisor</li> <li>• Adhere to safety regulations, precautions, alarms with cues from staff</li> <li>• Initiate pt handling/transfers with supervisor</li> <li>• Complete ADL interventions with set-up on <u>1-2</u> patients daily</li> <li>• Complete <u>1</u> note with set-up</li> <li>• Contribute to scheduling</li> <li>• Assist with billing</li> <li>• Describes OT in laymen's terms</li> </ul>
<p>Week 3</p>	<ul style="list-style-type: none"> <li>• Provide <u>1-3</u> treatment interventions (ADL, mobility, cognitive, visual, sensory, etc.) with supervision</li> <li>• Set-up tx with supervisor-prepare environment, retrieve supplies</li> <li>• Assist with pt handling/transfers with guidance</li> <li>• Complete documentation on <u>2</u> pts</li> <li>• Identify OT goals not yet achieved for <u>1</u> pts and write interventions you would use to meet those goals</li> <li>• Recommends adaptive equipment for commonly seen diagnoses</li> </ul>

# NEOTEC/PRFC Sample

**FWPE item #2:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations & takes steps to prevent accidents for clients & staff members throughout fieldwork related activities including:

- record review
- medication side effects
- post-surgical
- infection control
- fall prevention
- swallowing
- food allergies
- ambulation status
- behavioral system/privilege level  
(e.g., locked area/unit, on grounds)
- 1:1 for personal safety/suicide precautions
- sharps count
- Environment set up (no clutter, spills, unsafe items, etc.)
- OSHA/BBP
- I.V./lines
- ER codes/protocols
- restraint reduction
- HIPAA
- w/c locks/bedrails/call button
- Vital signs (BP, O2)
- Trach/Ventilator monitoring
- Fire/Evacuation/Lockdown
- CPR certification
- Communication re: change in status
- Other:

# NEOTEC/PRFC Sample

**FWPE item #24:** Modifies task, approach, occupations, & environment to maximize client performance by:

- adapting sequence of activity & objects used
- ↑ ↓ sensory input
- ↑ ↓ visual/verbal cues
- ↑ ↓ amount of physical assistance provided
- ↑ ↓ social demand (1:1 vs. group, family vs. peer(s), rules/norms)
- ↑ ↓ amount of emotional/behavioral support provided
- promoting ↑ safety (↑ awareness, education/feedback, environmental modifications, removing potential sources of injury, etc., )
- creating adaptive device(s)
- reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context
- Other:
- changing length/frequency/timing of sessions
- ↑ ↓ cognitive demand
- ↑ ↓ physical requirements
- ↑ ↓ environmental press

OTA Item 15 – Activity Analysis: Grades activities to motivate and challenges clients in order to facilitate progress.

# Brainstorming

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\*What is the domain of OT at your facility?

- Specific services, treatments, and programs

\*What is the purpose of the OT evaluation process at your facility? Specific assessments?

\*Intervention approaches? Specific treatments, groups, protocols.

\* How would you describe safe and ethical practice at your facility? Safety precautions?

- Regulatory bodies

# How to Create SSLO

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- Create in the same manner as client goals – RUMBA
- **R**: Relevant to setting; relevant to *entry level* practice in the setting
- **U**: Understandable to the student
- **M**: Measurable
- **B**: Behavioral, Observable
- **A**: Achievable within time frame; consider site demands and resources

Also consider:

- Job descriptions at site
- Day to day workflow

# Creating cont.

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- Select an FWPE item and write an objective using RUMBA
  - Level of independence/guidance needed
  - Frequency the student is expected to perform the task
- E.g. FWPE OTS – Item 18: **Articulates a clear and logical rationale for the intervention process.**
  - Mental Health: Clearly explains the rationale for the intervention activities selected using the Model of Human Occupation
  - School Based: Clearly describes why a student requires pull-out OT interventions vs classroom OT interventions
- E.g. FWPE OTAS – Item 8: **Establishes service competency in assessment methods, including, but not limited to interview observations, assessment tools, and chart reviews within the context of the service delivery setting.**
  - Mental Health: Accurately administers the Allen Cognitive Level Screen and a structured intake interview after establishment of service competency.
  - Rehab Setting: Accurately completes the ADL and mobility assessments using the FIM

# Group Break-Out and Discussion

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## Part 1: SSLO Creation

- Directions: Using the sample form provided, create additional specific objectives relevant to and expected in your practice setting. Feel free to discuss with others, or inquire as to how skills are met. -

## Part 2: Discuss the following:

- **Describe your facility's processes for orienting the student, and informing the student of skill and professional expectations.**
- **Describe your primary resources used to guide student progression and goal attainment.**
  - Examples might include: Site created formal student manual, FWPE, SSLO already in place, school resources, other...
- **Beyond the FWPE, describe how/when you evaluate or gauge student progress, and why or why not your strategies are effective.**
  - Examples might include: weekly or bi-weekly meetings, other clinicians to supervise, student self-assessment

# References

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American Occupational Therapy Association (2002). Fieldwork performance evaluation for the occupational therapy assistant student.

American Occupational Therapy Association (2002). Fieldwork performance evaluation for the occupational therapy student.

American Occupational Therapy Association. (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087 – 99.

Costa, D. (Ed.). (2015) *The essential guide to occupational therapy education: Fieldwork education resources for educators and practitioners*. Bethesda, MD: AOTA.