

Site-Specific Objectives for
Specialty Level II Fieldwork in Low Vision Rehabilitation

Created by: Julie Ann Nastasi, OTD, OTR/L, SCLV

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Site-Specific Objectives

The primary purpose of the site-specific objectives is to provide the fieldwork educator and fieldwork student with the necessary objectives for specialty fieldwork in low vision rehabilitation. A copy of the form should be kept by the fieldwork educator to use as a guide during the fieldwork experience. The fieldwork educator should also provide a copy of the objectives to the student at the beginning of the placement. This will enable the student to track the objectives as he or she participates in the fieldwork placement.

It is recommended that the site share these objectives with the affiliated occupational therapy programs which assign students to the site. ACOTE Standard B.10.5.: “Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objective, identifying site requirements, and communicating with and communicating with the student and fieldwork educator about the progress and performance during fieldwork” (ACOTE, 2006, p. 11). This will help ensure a good fit between the academic program and the fieldwork site, as well as increase the student’ cognizance of the fieldwork requirements thereby ensuring that the site matches his or her interests.

The site-specific objectives are based on the American Occupational Therapy Association’s *AOTA Specialty Certification in Low Vision (Adults) Occupational Therapist Candidate Handbook* and *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student* as well as the University of Alabama at Birmingham’s Graduate Certificate in Low Vision Rehabilitation’s *Weekend Skills Checkout*.

The site-specific objectives contain five columns. The first column indicates the source where the objective is derived from. The second column contains the objective that needs to be met. The third and fourth column indicate whether the objective has been met or not met. The fieldwork educator should check-off and date the objectives as they are met. The fifth column provides the fieldwork educator with a place to write comments on the student’s progress towards the objective. This information will assist the student in determining progress that has been achieved, what objectives have not been met, as well as the steps that should be taken to achieve the objectives.

The fieldwork educator should check-off and date the objectives as they are met. Feedback should be provided to the student along the way. The fieldwork educator should formally review the site-specific objectives during the mid-term evaluation and again at the final evaluation. Through the formal and informal review of the objectives, the student should develop a plan for achieving the objectives that have not been met. Students do not need to meet all of the objectives in order to successfully pass the fieldwork placement. The site-specific objectives should not replace the *Fieldwork Performance Evaluation for the Occupational Therapy Student*. A student who meets all of the site-specific objectives demonstrates the knowledge and understanding to independently provide entry-level occupational therapy low vision rehabilitation services.

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References:

ACOTE. (2006). *Accreditation standards for a master's degree level education*. Retrieved September 17, 2009, from American Occupational Therapy Association:
<http://www.aota.org/Educate/Accredit/StandardsReview/guide/Masters.aspx>

AOTA. (2009). *AOTA specialty certification in low vision (adults) occupational therapist candidate handbook*. Bethesda, MD.

AOTA. (2002). *Fieldwork performance evaluation for the occupational therapy student*. Bethesda, MD.

University of Alabama at Birmingham Graduate Certificate in Low Vision Rehabilitation. (2007).
Weekend skills checkout. *OT 697*. Birmingham, Alabama.

Site-Specific Objectives

Student's Name: _____ Site's Name: _____

Start Date of Fieldwork Placement: _____ End Date of Fieldwork Placements: _____

FWPE #	Competency	Met	Not Met	Comment (Partially Met / Not Exposed to)
1-3	Fundamentals of Practice			
1 SCLV Comp B12	Adhere to Ethics <ul style="list-style-type: none"> - Adhere to AOTA's code of ethics and site's policy and procedures - Consider ethical and financial implications of recommendations for assistive device 			
2	Adhere to Safety Regulations <ul style="list-style-type: none"> - Follow and adhere to Federal, State, and site's policies - Anticipate and prevent accidents 			
3	Use Judgment in Safety <ul style="list-style-type: none"> - Use sound judgment in all fieldwork activities 			
4-7	Basic Tenets			
4	Articulate the Values and Beliefs <ul style="list-style-type: none"> - To all parties and providers 			
5	Articulate the Values of Occupation <ul style="list-style-type: none"> - To all parties and providers 			
6	Communicate the Roles of the Occupational Therapist and Occupational Therapy Assistant <ul style="list-style-type: none"> - To all parties and providers 			
7	Collaborate with Client, Family, and Significant Others <ul style="list-style-type: none"> - Demonstrate collaboration throughout the therapy process 			
8-17	Evaluation/Screening			
8 SCLV Comp A1	Articulate Rationale for Evaluation: <ul style="list-style-type: none"> - Knowledge of prevalence of low vision among children, working age and older adults 			

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	<ul style="list-style-type: none"> - Knowledge of primary diagnoses / ICD levels of visual impairment - Knowledge of secondary diagnoses - Knowledge of etiology of major conditions that cause low vision - Knowledge of onset - Knowledge of prognosis - Knowledge of medical management - Knowledge of optical management - Knowledge of impact on areas of occupational performance 			
<p>9 SCLV Comp A3 UAB Skills Check-out</p>	<p>Identify and Select Relevant Methods:</p> <ul style="list-style-type: none"> - Visual Acuity <ul style="list-style-type: none"> o Near / reading o Intermediate / distance - Contrast Sensitivity Function - Visual Fields <ul style="list-style-type: none"> o Central Field o Scotoma Awareness o Peripheral Field - Eye Dominance - Oculomotor Assessments <ul style="list-style-type: none"> o Central scotoma <ul style="list-style-type: none"> ▪ PRL Skill o Brain Injury <ul style="list-style-type: none"> ▪ Eye movements ▪ Focus ▪ Sensory fusion ▪ Visual Attention <ul style="list-style-type: none"> • Changes in Visual Search <ul style="list-style-type: none"> o Personal space o Extra personal space - Reading Performance <ul style="list-style-type: none"> o Speed o Accuracy o Scotoma Interference o Comprehension o Reading Level - Writing 			
<p>10</p>	<p>Determine the Occupational Profile</p>			

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<p>SCLV Comp A2, A6 (AOTA, 2008)</p>	<ul style="list-style-type: none"> - Home Environment <ul style="list-style-type: none"> o Lighting o Contrast o Pattern o Organization o Safety issues <ul style="list-style-type: none"> ▪ ADLS ▪ I-ADLs ▪ Rest and sleep ▪ Education ▪ Work ▪ Play ▪ Leisure ▪ Social participation 			
<p>11 SCLV Comp A2, A4, A6 (AOTA, 2008)</p>	<p>Assess Client / Contextual Factors</p> <ul style="list-style-type: none"> - Assess values, beliefs, and spirituality - Assess body functions - Assess body structures - Assess activity demands - Assess performance skills - Assess performance patterns - Assess contexts and environments 			
<p>12</p>	<p>Obtain Necessary and Sufficient Information</p> <ul style="list-style-type: none"> - Identify: <ul style="list-style-type: none"> o Client o Problematic occupations and activities o Environmental effects on occupational performance o Occupational history o Client's goals 			
<p>13 SCLV Comp A4, A5 UAB Skills Check-out</p>	<p>Administer Assessments /Screenings</p> <ul style="list-style-type: none"> - Visual Acuity <ul style="list-style-type: none"> o Near / reading o Intermediate / distance - Contrast Sensitivity Function - Visual Fields <ul style="list-style-type: none"> o Central Field o Scotoma Awareness o Peripheral Field - Eye Dominance - Oculomotor Assessments <ul style="list-style-type: none"> o Central scotoma 			

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	<ul style="list-style-type: none"> ▪ PRL Skill ○ Brain Injury <ul style="list-style-type: none"> ▪ Eye movements ▪ Focus ▪ Sensory fusion ▪ Visual Attention <ul style="list-style-type: none"> • Changes in Visual Search <ul style="list-style-type: none"> ○ Personal space ○ Extra personal space - Reading Performance <ul style="list-style-type: none"> ○ Speed ○ Accuracy ○ Scotoma Interference ○ Comprehension ○ Reading Level ○ Writing 			
<p>14 SCLV Comp A3, A5 UAB Skills Check-out</p>	<p>Adjust / Modify Assessment Procedures</p> <ul style="list-style-type: none"> - Visual Acuity <ul style="list-style-type: none"> ○ Near / reading ○ Intermediate / distance - Contrast Sensitivity Function - Visual Fields <ul style="list-style-type: none"> ○ Central Field ○ Scotoma Awareness ○ Peripheral Field - Eye Dominance - Oculomotor Assessments <ul style="list-style-type: none"> ○ Central scotoma <ul style="list-style-type: none"> ▪ PRL Skill ○ Brain Injury <ul style="list-style-type: none"> ▪ Eye movements ▪ Focus ▪ Sensory fusion ▪ Visual Attention <ul style="list-style-type: none"> • Changes in Visual Search <ul style="list-style-type: none"> ○ Personal space ○ Extra personal 			

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	<ul style="list-style-type: none"> - Reading Performance <ul style="list-style-type: none"> o Speed o Accuracy o Scotoma Interference o Comprehension o Reading Level o Writing 	space		
15 SCLV Comp A3, A4 UAB Skills Check- out	Interpret Evaluation Results <ul style="list-style-type: none"> - Visual Acuity <ul style="list-style-type: none"> o Near / reading o Intermediate / distance - Contrast Sensitivity Function - Visual Fields <ul style="list-style-type: none"> o Central Field o Scotoma Awareness o Peripheral Field - Eye Dominance - Oculomotor Assessments <ul style="list-style-type: none"> o Central scotoma <ul style="list-style-type: none"> ▪ PRL Skill o Brain Injury <ul style="list-style-type: none"> ▪ Eye movements ▪ Focus ▪ Sensory fusion ▪ Visual Attention <ul style="list-style-type: none"> • Changes in Visual Search <ul style="list-style-type: none"> o Personal space o Extra personal space - Reading Performance <ul style="list-style-type: none"> o Speed o Accuracy o Scotoma Interference o Comprehension o Reading Level o Writing 			
16 SCLV Comp A7	Establish a Plan <ul style="list-style-type: none"> - Complete intervention plan and notes 			
17	Document the Evaluation			

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SCLV Comp A3, A5	<ul style="list-style-type: none"> - Complete evaluation - Complete plan of care - Complete notes - Complete billing 			
18-26	Intervention			
18 SCLV Comp B1, B2, B3, B4, B5	Articulate Clear Rationale for Intervention <ul style="list-style-type: none"> - Facilitate use of remaining vision <ul style="list-style-type: none"> o Modify tasks o Modify environments o Modify context o Apply vision specific adaptive equipment - Identify theory to guide and develop the intervention plan - Knowledge of performance skills, scanning, and PRL - Use optics appropriately <ul style="list-style-type: none"> o Stand magnifiers o Hand-held magnifiers o Telescopes o Head mount spectacles/ microscope o CCTV / electronic video - Knowledge of visual and non-visual strategies <ul style="list-style-type: none"> o Visual <ul style="list-style-type: none"> ▪ Use contrast ▪ Use organization ▪ Decrease clutter ▪ Decrease background pattern ▪ Increase lighting ▪ Use task lighting o Non-Visual <ul style="list-style-type: none"> ▪ Tactile ▪ Auditory ▪ Olfactory ▪ Gustatory o Use safe travel in home and on property <ul style="list-style-type: none"> ▪ Sighted Guide 			
19 SCLV Comp	Utilize Evidence and Make Informed Decisions <ul style="list-style-type: none"> - Incorporate evidence based practice 			

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B1, B2, B3, B4, B5, B6, B7	<ul style="list-style-type: none"> - Differentiate risks and benefits of visual and non-visual strategies - Implement the most appropriate interventions to facilitate occupational performance and participation - Establish a discharge plan that prepares the client with low vision with services, resources, and support 			
20 SCLV Comp B6, B10	Choose Occupations that Motivate and Challenge <ul style="list-style-type: none"> - Use occupation-based interventions to achieve the client's goals 			
21 SCLV Comp B 10	Selection Relevant Occupations <ul style="list-style-type: none"> - Select based on client's goals 			
22 SCLV Comp B8, B9, B10, B11	Implement Client-Centered Intervention <ul style="list-style-type: none"> - Communicate information by removing or minimizing barriers - Establish and collaborate with referral sources inside and outside the health care community - Achieve outcomes that support health and participation - Use occupation-based intervention to achieve client's goals - Maintain dialogue with the referring physician to determine optical devices 			
23 SCLV B10	Implement Occupation-Based Intervention <ul style="list-style-type: none"> - Select interventions based on client's goals 			
24 SCLV Comp B1, B4, B5, B8	Modify Task Approach, Occupation, Environment <ul style="list-style-type: none"> - Modify tasks - Modify environments - Modify context - Use optical devices appropriately - Modify visual and non-visual strategies - Communicate effectively 			
25 SCLV Comp B7, B9	Update, Modify, and Terminate Intervention Plan <ul style="list-style-type: none"> - Establish discharge plan - Provide education on resources/supports 			

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	<ul style="list-style-type: none"> - Provide education on resources inside and outside of the health care community 			
26	Document Client's Response <ul style="list-style-type: none"> - Use appropriate terminology - Follow facility procedures/forms 			
27-31	Management of Occupational Therapy Services			
27 SCLV Comp A7, C3,	Demonstrate Ability to Assign Appropriate Responsibilities <ul style="list-style-type: none"> - Differentiate role / scope of practice of occupational therapy low vision specialist, certified low vision therapist, orientation and mobility specialist, rehabilitation teacher, occupational therapist, physical therapist, speech therapist, optometrist, ophthalmologist, social worker, and mental health professionals 			
28 SCLV Comp A7, B9, B11, D2	Demonstrate Ability to Collaborate <ul style="list-style-type: none"> - Make appropriate referrals to other resources - Make referrals to community resources: meals on wheels, talking books - Refer back to ordering physician 			
29 SCLV Comp B12	Understand Costs and Funding <ul style="list-style-type: none"> - Demonstrate ethical and financial implications associated with recommendations of low vision devices 			
30 (Site's Policies)	Accomplish Organizational Goals <ul style="list-style-type: none"> - Establish priorities based on site's priorities - Develop strategies based on site's strategies - Meet site's deadlines 			
31 (Site's Expectati ons)	Produce Volume of Work <ul style="list-style-type: none"> - Meet site's goals for evaluation time, treatment time, duration of services, policies 			
32-35	Communication			
32 SCLV Comp B8	Clearly and effectively communicate verbally and nonverbally <ul style="list-style-type: none"> - Use methods which remove or minimize barriers created by low vision - Use methods which remove or 			

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	<p>minimize barriers for all parties involved</p> <ul style="list-style-type: none"> - Communicate with other professionals: optometrist, ophthalmologist, social worker, and others 			
33	<p>Produce Clear and Accurate Documentation</p> <ul style="list-style-type: none"> - Meet site's documentation policies 			
34	<p>Write Legible Notes</p> <ul style="list-style-type: none"> - Use proper spelling, punctuation, and grammar 			
35	<p>Use Language Appropriate to the Recipient</p> <ul style="list-style-type: none"> - For all parties involved including funding and regulatory agencies 			
36-42	Professional Behaviors			
36	<p>Collaborate with Supervisor(s)</p> <ul style="list-style-type: none"> - Allow for maximal learning 			
37	<p>Take Responsibility for Attaining Professional Competence</p> <ul style="list-style-type: none"> - Seek learning opportunities and interactions with supervisor and appropriate individuals 			
38	<p>Respond Constructively to Feedback</p> <ul style="list-style-type: none"> - Take steps to implement feedback provided 			
39	<p>Demonstrate Consistent Work Behaviors</p> <ul style="list-style-type: none"> - Consistent preparation, dependability, and initiation of work maintenance 			
40	<p>Demonstrate Effective Time Management</p> <ul style="list-style-type: none"> - In all duties required 			
41	<p>Demonstrate Positive Interpersonal Skills</p> <ul style="list-style-type: none"> - Interact in an effective manner 			
42	<p>Demonstrate Respect for Diversity</p> <ul style="list-style-type: none"> - Respect socio-cultural, socioeconomic, spiritual, and lifestyle choices 			

Site-Specific Objectives

Appendix A – Examples of Assessments

- Visual Fields
 - 2 person kinetic test
 - Red dot confrontation
 - Damato campimeter
 - Penlight

- Oculomotor Assessments
 - Corneal reflection
 - Binocular pursuits
 - Convergence
 - Cover/uncover
 - Alternate cover

- Visual Attention
 - Visual search
 - Telephone # copy
 - Design copy
 - Scan board
 - Scan course

- Reading Performance
 - MN Read
 - Pepper
 - SK Read

- Writing
 - Collins writing

- Scotomas Awareness
 - Clock
 - Go For It
 - Mapping (tangent, amsler)

Site-Specific Objectives

Appendix B – Medical Terminology

Symbol	Meaning
OD	Right Eye
OS	Left Eye
OU	Bilateral Eyes
cc	With Correction
VA	Visual Acuity
VF	Visual Field
CSF	Contrast Sensitivity Function
+	Add
-	Minus
SCLV	Specialty Certification in Low Vision
CDE	Certified Diabetes Educator
CLVT	Certified Low Vision Therapist
O&M	Orientation and Mobility Specialist
RT	Rehabilitation Teacher
PRL	Preferred Retinal Locus