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The purpose of this document is to ensure that the occupational therapy student coming to your program has a clear understanding of the expectations and learning objectives of OT practice at your fieldwork location. This helps our program document the criteria and process for complying with all requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.

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Please check any boxes below that apply to fieldwork at your practice. Once completed, our OT program will retain this document for future student fieldwork placements with your organization.

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& t W] š u í Adheres to the American Occupational Therapy Association's Code of Ethics federal, state, and facility regulations Student:

Adheres to AOTA Code of Ethics (Principles of Beneficence, Nonmaleficence, Autonomy/Justice, and Fidelity)

Adheres to all federal, state and facility regulations

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& t W] š u Article Makes clear & logical rationale for evaluation process Student:

Describes reasoning based client, condition, context, frame of reference and evidence

Discusses psychometric properties (validity & reliability) of assessment tool

Other:

& t W] š u Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, & records prior to & during evaluation process Student obtains this information:

Thorough record & chart review

Client interview

Observation of client occupational performance, performance skills (motor & praxis, emotional regulation, cognitive, communication & social, sense perceptual), and performance patterns

Assessment instruments addressing client factors (including psychosocial factors) occupational performance, performance skills, and performance patterns (see assessment chart)

Gathering input from family significant others & service providers

Occupational Profile addresses

Who is client?

Why seeking services and what are the client's current concerns relative to engaging in occupations in daily life activities?

Priorities

Client problems and desired targeted outcomes related to occupational performance, regarding cognition, health and wellness, quality of life, participation, role competence, being, and occupational justice

Occupational history

What aspects of the context (environmental & personal) are seen as supportive or inhibitory to engagement

Client values interests & needs

Client successes & barriers affecting desired outcomes

What are the client's patterns of engagement in occupations and how have they changed over time?

Other:

Client's belief systems and underlying assumptions regarding desired occupational performance

Psychosocial factors

Client needs & goals

Practitioner's theoretical model of practice

Concerns about occupational performance and participation

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Formulates goals that are specific, measurable, realistic, attainable, limited
Utilizes outcome measurement methods when available or per setting policies
Other:

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& t W] š u Student articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence

- | | |
|--|-------------------------------|
| Verbally in supervision sessions | In client education materials |
| Via written assignments (e.g. journal, case study) | In written documentation |
| Via sharing research articles and other evidence | Via in-services |
| In rounds & team meetings | Other: |
| Verbally in client sessions | |

& t W] š u Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models. Student:

- Recommends additional consultation and referrals
- Creates relevant and measurable goals in collaboration with the client and/or family & caregivers
- Integrates information with client priorities to create plan relative to setting & scope of practice
- Incorporates client's present and future context(s) (personal, cultural, tempo8 Tc -0.101 Tw 060xesent aua

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Outlines how services are regulated and funds allocated pertaining to local and & or federal laws such as IDEA, ADA, Medicare & Medicaid, etc.

Describes agency billing & payment system (grant funding, types of insurance, private pay, cost- share, state & federal funding)

Describes eligibility criteria for reimbursement and discharge

Identifies possible resources available (grants, community partnerships, sources for donations, fundraising ideas, etc.)

Demonstrates awareness of risk management and liability as part of costs and quality care

Demonstrates awareness of budgetary implications when procuring & using supplies

Meets documentation requirements for reimbursement or funding sources

Other:

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Responds constructively to feedback in a timely manner. Student:

Engages in mutual feedback exchange (e.g., listen, clarify, acknowledge feedback, credit, provide examples, ask "How can I improve?"; discuss ways to make active changes, identify what would be helpful, discuss options)

Demonstrates commitment to learning by identifying specific goals & actions to improve behavior & performance in collaboration with supervisor

Processes feedback & seeks support from supervisor appropriate to context of supervisory relationship & learning opportunity

Utilizes tools to reflect on own performance or variables affecting performance (e.g., self-assessment on Fieldwork Performance Evaluation, journaling and collaboration with peers, AOTA Fieldwork Experience Assessment) Tool

Takes initiative to contact academic program resource persons for support if needed

Other:

& t W] š u i ő Demonstrates consistent work behaviors. Student consistently demonstrates:

Initiative to address workload management

Punctuality

Professional behaviors in both task & interpersonal interactions

Demonstrate the ability to adapt to unanticipated changes (e.g., conflicts)

Attention to site cleanliness, safety & maintenance of supplies as appropriate to role

Proper preparation for all meetings & sessions

Responsibility to address areas of personal & professional growth

Adherence with site guidelines on professional appearance

Proactive behavior by planning for & requesting appropriate supports or accommodations in manner consistent with federal law & site resources (e.g. open in communication, provides appropriate documentation, requests reasonable accommodation if indicated)

Other:

& t W] š u Demonstrates effective time management. Student:

Monitors, maintains & adapts schedule in accordance with fieldwork responsibilities

Organizes agenda or materials in advance for meetings & sessions

Conducts evaluation and intervention sessions within allotted time, inclusive of setup & clean-up

Arrives on time to work, meetings, & client sessions

Completes documentation and projects in a timely manner

Completes learning activities by due dates

Other:

Demonstrates awareness of own background and ~~status~~ sensitivity to worldviews of others

Refrains from imposing own beliefs & values on others

Maintains clients' dignity

Gathers information about clients' cultural values, identity, and/spiritual beliefs

Incorporates clients' values & beliefs into therapeutic interactions & interventions

Considers clients' resources, culture, and lifestyle when designing interventions & discharge planning

Appendix A –Assessment List

Formal Assessment Tools

Expected to
gain Proficiency

Expected to
gain familiarity

Expected to gain

Occupational Therapy Assessment of Performance and Support (OTAPS)			
Peabody Developmental Motor Scale:			
Pediatric Evaluation of Disability (PEDI)/PEDI-CAT			
Patient Health Questionnaire-2 (PHQ-2)			
Piers Harris Self Concept Scale			
Pinch Meter			
Routine Task Inventory			
School Function Assessment (SFA)			
Self-Assessment of Occupational Functioning			
Semmes-Weinstein Monofilament:			
Sensory Processing Measure			
Sensory Profile			