

IMPORTANT NOTE: PLEASE	SIGN AND DATE ON LAST PAGE TO VALIDATE FORM
I. FUNDAMENTALS OF PRACTICE	Site-Specific Objectives
<p>1. Ethics: Adheres consistently to American Occupational Therapy Association Code of Ethics and site's policies and procedures including.</p>	<p><input type="checkbox"/> Demonstrates concern for well-being & safety of recipients of services (beneficence)</p> <p><input type="checkbox"/> Intentionally refrains from actions that cause harm (nonmaleficence)</p> <p><input type="checkbox"/> Respects right of individual to self-rule (autonomy, confidentiality)</p> <p><input type="checkbox"/> Provides services in fair & equitable manner (social justice)</p> <p><input type="checkbox"/> Complies with institutional rules, local, state, federal, international laws & AOTA documents applicable to profession of occupational therapy (procedural justice)</p> <p><input type="checkbox"/> Provides comprehensive, accurate, & objective information when representing profession (veracity)</p> <p><input type="checkbox"/> Treats colleagues & other professionals with respect, fairness, discretion, & integrity (fidelity)</p> <p><input type="checkbox"/> Adheres to state licensure requirements.</p> <p><input type="checkbox"/> Demonstrates professional behavior.</p> <p><input type="checkbox"/> Other:</p>
<p>2. Safety: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.</p>	<p>Follows universal precautions for infection control.</p> <p><input type="checkbox"/> Utilizes infection control precautions and procedures.</p> <p><input type="checkbox"/> Follows procedures regarding patient, staff, and treatment environment safety.</p> <p><input type="checkbox"/> Follows procedures for reporting injuries.</p> <p><input type="checkbox"/> Reports potential safety hazards and unusual occurrences to supervisor.</p> <p><input type="checkbox"/> Assists with the maintenance of equipment in working order.</p> <p><input type="checkbox"/> Contributes to cleanliness of work area and maintains a safe environment.</p> <p><input type="checkbox"/> Explains fire extinguisher use and fire procedures within the facility.</p> <p><input type="checkbox"/> Other:</p>
<p>3. Safety Judgment: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.</p>	<p><input type="checkbox"/> Removes possible harmful objects from working environment.</p> <p><input type="checkbox"/> Observes proper precautions for each patient.</p> <p><input type="checkbox"/> Follows procedures of safe transfers.</p> <p><input type="checkbox"/> Identifies changes in client status and the environment which may impact client or staff safety.</p> <p><input type="checkbox"/> Seeks assistance when activity or patient's behavior is beyond the level of own experience, knowledge, or student role.</p>

	<p>___Selects activities that are safe, age appropriate, and appropriate for cognitive/emotional/physical capabilities of client.</p> <p>___Anticipate problems/possible solutions prior to and during treatment session.</p> <p>___Other:</p>
II. BASIC TENETS	Site-Specific Objectives
<p>4. Occupational Therapy Philosophy: Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, service providers, and the public.</p>	<p>___Articulates the values and beliefs of the occupational therapy profession, as it relates to practice setting, patients, families, caregivers, etc.</p> <p>___Explains the role of OT within the practice setting, in terms and language that are clearly understood by the recipient.</p> <p>___Other:</p>
<p>5. Occupational Therapist/Occupational Therapy Assistant Roles: Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, service providers, and the public.</p>	<p>___Articulates the role of the OT and OTA in the practice setting to supervisor, patients, families, caregivers, colleagues, etc.</p> <p>___Other:</p>
<p>6. Evidence-based Practice: Makes informed practice decisions based on published research and relevant informational resources.</p>	<p>___Researches evidence-based interventions that could be used in the treatment environment.</p> <p>Obtains and uses evidence from sources such as: ___summarized evidence from Critically Appraised Topics/Papers (CATs/CAPs) ___articles from peer reviewed journals (e.g., AJOT, OTJR, etc.,) ___discussion/sharing of material learned via other sources (textbooks, OT Practice, coursework, conference workshops, website searches, conferences, etc.,) in supervision ___materials found using EBP approach (e.g., PICO question: Person, Intervention, Condition, Outcome) to search for relevant evidence</p> <p>___Reviews assigned research articles during supervision.</p> <p>___Articulates how to apply evidence from published research and therapist's expertise to specific clients receiving OT services.</p> <p>___Other:</p>

III. EVALUATION & SCREENING	Site-Specific Objectives
<p>7. Gathers Data: Under supervision of and in cooperation with the OT and/or occupational therapy assistant, accurately gathers relevant information regarding a client's occupations of self care, productivity, leisure, and the factors that support and hinder occupational performance.</p>	<p>___ Gather pertinent information regarding client via: ___ Medical record review ___ Interview ___ Observation in context</p> <p>___ Identifies contraindications and precautions</p> <p>___ Identifies client's strengths and limitations and the impact on occupational performance.</p> <p>___ Obtain relevant information from various disciplines.</p> <p>___ Other:</p>
<p>8. Administers Assessments: Establishes service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the service delivery setting.</p>	<p>___ Understand rationale and establishes service competency for performing standardized tests utilized at fieldwork site (as listed: _____)</p> <p>___ Determine which assessments are appropriate for the practice setting and specific clients to assess Areas of Occupation, performance skills, and client factors.</p> <p>___ Utilizes correct procedures for assessing a patient's occupational performance via the selected assessments.</p> <p>___ Other:</p>
<p>9. Interprets: Assists with interpreting assessments in relation to the client's performance and goals in collaboration with the occupational therapist.</p>	<p>By sharing observations/information to assist occupational therapist re: ___ standardized assessment results ___ observations of client's performance ___ understanding of condition/dx ___ client's stated values, beliefs/motivations ___ inter/intrapersonal (subjective) impressions ___ client identified problems/needs ___ verbal reports of others (team, family/caretakers, etc.,) ___ information re: client contexts (personal, cultural, temporal, virtual, physical, social) ___ Other:</p>
<p>10. Reports: Reports results accurately in a clear, concise manner that reflects the client's status and goals.</p>	<p>___ Summarizes material contained in history of client/chart review</p> <p>___ Completes standardized assessment data collection</p> <p>___ Reports results of interview/observations</p> <p>___ Reports performance data objectively, verbally and in writing.</p> <p>___ Reports results accurately in a clear, concise manner.</p> <p>___ Accurately reports standardized assessment data (raw scores/results) as applicable</p> <p>___ Other:</p>

<p>11. Establish Goals: Develops client-centered and occupation-based goals in collaboration with the occupational therapist.</p>	<p>In collaboration with the Occupational Therapist:</p> <p>___ Articulates suggestions for goals based on client problems/priorities, values/interests, needs/strengths, setting scope of practice</p> <p>___ Incorporates client priorities into established goals.</p> <p>___ Incorporates client's daily occupations into client established goals.</p> <p>___ Formulates specific, measurable, realistic, attainable, time-limited goals \</p> <p>___ Other:</p>
<p>IV. INTERVENTION</p>	<p>Site-Specific Objectives</p>
<p>12. Plans Intervention: In collaboration with the occupational therapist, establishes methods, duration and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.</p>	<p>Establishes intervention relative to client's needs demonstrating clinical/pragmatic reasoning based on:</p> <p>___ client's interests</p> <p>___ clients beliefs & values</p> <p>___ current context & resources</p> <p>___ future context & resources</p> <p>___ intervention plan goals</p> <p>___ client status</p> <p>___ scope of practice</p> <p>___ regulatory guidelines (Medicaid, Medicare, IDEA, etc.)</p> <p>___ length of stay</p> <p>___ resources (space/supplies/funding/time)</p> <p>___ Other:</p> <p>___ Recognizes importance of client-centered practice and involvement of family and caregivers in the treatment process.</p> <p>___ Other:</p>
<p>13. Selects Interventions: Selects and sequences relevant intervention that promote the client's ability to engage in occupations.</p>	<p>___ Select activities that are meaningful and relevant to the client's occupations and life roles.</p> <p>___ Demonstrates functional-based interventions for self-care performance components.</p> <p>___ Demonstrates functional-based interventions in areas of IADL's as functional level allows.</p> <p>___ Other:</p>
<p>14. Implements Intervention: Implements occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.</p>	<p>___ Implements occupations that match the client's performance skills and contexts.</p> <p>___ Uses occupations and/or activities based on the appropriate theoretical model that will be most effective in maximizing the client's occupational performance and achieve established goals.</p> <p>___ Maintains open attitude re: clients' occupational performance needs/interests</p> <p>___ Seeks & responds to feedback from clients, families, significant others, service providers re: intervention</p> <p>___ Respectfully engages in discussion with client/family/caregivers, occupational therapist, others</p> <p>___ Provides written documentation of collaborative plan (e.g., home program) as applicable</p>

	<p>___ Other:</p>
<p>15. Activity Analysis: Grades activities to motivate and challenge clients in order to facilitate progress.</p>	<p>Grades and/or adapts activity or method to achieve treatment goals by: ___ adapting sequence of activity & objects used ___ changing length/frequency/timing of sessions Increase/decrease: ___ sensory input ___ cognitive demand ___ visual/verbal cues ___ physical requirements ___ 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, environmental modifications for fall prevention, removing potential sources of self-injury, etc.,) ___ reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context</p> <p>___ Other:</p>
<p>16. Therapeutic Use of Self: Effectively interacts with clients to facilitate accomplishment of established goals.</p>	<p>___ Communicates to address concerns in 1st person manner (e.g., "I statements") ___ Provides clear and concise instructions ___ Provides timely and specific feedback ___ Recognize and discuss client concerns re: treatment process ___ Remains calm when conveying point of view ___ Compromises as needed to facilitate therapeutic rapport ___ Demonstrates ongoing awareness of impact of own behavior on others ___ Displays positive regard for others; genuine in client interaction ___ Utilizes own strengths and personality to establish rapport & motivate clients ___ Provides encouraging and empathetic responses to maximize client's participation & occupational performance ___ Sets limits to allow for positive performance in therapeutic process</p> <p>___ Other:</p>

<p>17. Modifies Intervention Plan: Monitors the client's status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.</p>	<p>Monitors client's status based on: ___fatigue ___O2 sat/respiration rate ___BP/heart rate ___frustration tolerance ___anxiety ___acuity ___concerns re: safety (please specify): ___cultural sensitivity ___cognitive status ___pain ___client distress/discomfort ___inability to perform task ___refusal to engage</p> <p>___ Prepares client/caregiver and team members regarding discontinuation of therapy.</p> <p>___ Recognizes when the client has plateaued, met established goals, or no longer meets eligibility requirements.</p> <p>___ Other:</p>
<p>V. COMMUNICATION</p>	<p>Site-Specific Objectives</p>
<p>18. Verbal/Nonverbal Communication: Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.</p>	<p>Communicates with other disciplines and/or physicians, Fieldwork Educator, and patient/caregiver regarding goals, treatment methods, and discharge planning by:</p> <p>___ Using language appropriate to the level of understanding of person with whom communicating ___ Utilizing examples to illustrate meaning/intent ___ Using active listening strategies (restates/paraphrases) to ensure that both parties have shared understanding of information/plan ___ Using multiple modes of communication (verbal, written, nonverbal) ___ Making eye contact when appropriate ___ Attending to physical boundaries/body space ___ Demonstrating professional presentation/demeanor in facial expression, posture, grooming, affect and attire ___ Utilizing setting's services for translators or translation of written materials when indicated/available</p> <p>___ Other:</p>
<p>19. Each student will be responsible for reading assignments, speaker's lecture materials, and films presented.</p>	<p>___ Completes computerized &/or hand-written documentation per setting protocols/formats ___ Uses approved institutional terminology/abbreviations ___ Completes all documentation within expected time periods ___ Writes in a manner conducive to being read by recipients of services & other disciplines, free of jargon while retaining language consistent with OTPF-Revised ___ Progress notes are concise and reflect information on occupational performance. ___ Produces legible handwritten and/or computer-generated documents using accurate spelling, punctuation, and grammar. ___ Uses technology when available to check work (grammar, spelling) ___ Uses strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof if feasible</p> <p>___ Other:</p>

VI. PROFESSIONAL BEHAVIORS	Site-Specific Objectives
<p>20. Self-Responsibility: Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.</p>	<p>___ Shares information about learning style with FWE ___ Asks for help incorporating learning style in ways consistent with setting if needed ___ Comes to supervisor with list of questions/concerns & possible options for how to address ___ Takes initiative to meet with other members of team to understand their role/perspective ___ Reviews testing materials/manuals on own prior to observing or administering ___ Seeks out, reviews & shares reading materials/articles on frames of reference/EBP, client conditions, public law/policy ___ Seeks out answers to questions and takes initiative in acquiring knowledge ___ Judges when choosing to attend in-services or other continuing education opportunities based on workload management & caseload focus ___ Asks for specific FWE feedback re: performance ___ Consistently checks in to clarify expectations ___ Utilizes structured methods in setting to support learning/professional development (e.g., student manual, readings, in- services, self-assessment, tracking own caseload/workload) ___ Demonstrates assertiveness regarding need to meet for supervision ___ Openly discusses concerns & identifies possible avenues for changes or improvements ___ Able to discuss &/or negotiate needs for adjustments to supervisory relationship, expectations, caseload, environment to improve quality of experience ___ Other:</p>
<p>21. Responds to Feedback: Responds constructively to feedback.</p>	<p>___ Engages in mutual feedback exchange (e.g., listens, clarifies, acknowledges the feedback &/or redirection, provides examples, asks "How can I improve?"; discusses ways make active changes, identifies what would be helpful, discusses options) ___ Demonstrates commitment to learning by identifying specific goals/actions to improve behavior/performance based on feedback in collaboration with supervisor ___ Processes feedback & seeks support from supervisor within context of supervisory relationship & learning opportunity ___ Utilizes tools to reflect on own performance or variables affecting performance (e.g., self-assessment on FWPE, journaling, Fieldwork Experience Assessment Tool) ___ Incorporates suggested changes in treatment or approach immediately, as directed by Fieldwork Educator. ___ Generalizes Fieldwork Educator's suggestions to other areas of performance. ___ Adjusts behavior in response to cues and direction from Fieldwork Educator, staff, and the environment. ___ Other:</p>
<p>22. Work Behaviors: Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.</p>	<p>___ Arrives on time and consistently completes work assignments on time. ___ Consistently maintains professional behaviors in the workplace. This includes, but is not limited to, taking initiative, being prepared and dependable, and assuming a professional demeanor. ___ Takes initiative to address workload management ___ Attends to site cleanliness, safety & maintenance of supplies as appropriate to role ___ Has ideas/plans prepared for meetings/sessions ___ Takes responsibility to address areas of personal/professional growth ___ Asks for appropriate supports or accommodations in responsible manner consistent with federal law & site resources (e.g., open in communication, provides appropriate documentation, requests reasonable accommodation if indicated)</p>

	___ Other:
23. Time Management: Demonstrates effective time management.	___ Maintains own schedule ___ Has agenda or materials organized for meetings, sessions ___ Arrives on time to work, meetings, client sessions ___ Completes documentation/paperwork in timely manner ___ Organizes treatment and non-treatment responsibilities in order to ensure that responsibilities are completed in a timely and professional manner. ___ Other:
24. Interpersonal Skills: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.	___ Interacts professionally with peers & colleagues ___ Addresses concerns in 1st person manner (e.g., “I statements”) at appropriate times ___ Compromises as needed when negotiating workload ___ Puts in necessary amount of effort to support own learning or department mission (e.g., willing to stay late if needed, etc..) ___ Collaborates with others to maximize the learning experience ___ Respectfully engages in discussion when conflict arises ___ Consistently maintains professional behaviors in the workplace, including, but is not limited to, professional appearance, showing respect for other professionals, and presenting in a professional and confident manner. ___ Develops and maintains rapport with clients that enhances the therapeutic relationships. ___ Other:
25. Cultural Competence: Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.	___ Respectful and open to diverse backgrounds and ideas in the treatment setting. ___ Seeks to understand the client’s perspective and context when collaborating in treatment, being careful not to impose one’s own beliefs and values onto the client. ___ Gathers information about clients’ cultural values &/or spiritual beliefs ___ Incorporates clients’ values & beliefs into therapeutic interactions & interventions when feasible ___ Considers client’s socioeconomic & community resources & lifestyle when designing intervention plans & discharge planning ___ Demonstrates tolerance for differences in others & willingness to work with all clients ___ Treats everyone with dignity & respect ___ Demonstrate/verbalizes process to access translation services as needed. ___ Other:
Signature: Fieldwork Educator/Coordinator →	