

Developing site-specific learning objectives



Caryn Johnson, MS, OTR/L, FAOTA
Thomas Jefferson University
Department of Occupational Therapy
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Why Site-Specific Objectives?

The FWPE can be used across all practice settings.....

.....however, site specific objectives will *operationalize & clarify expectations* for student's performance of items within the practice setting.

(Costa, 2004)

Operationalizing expectations

- Should correspond to FWPE
- Resources on AOTA web site
- Reflect unique competencies required to provide OT services
- Structure learning experience
- Facilitate ongoing monitoring & evaluation of progress

How? When? Where?

- Staff meetings
- Small service groups
- Current students
- AOTA website
- Similar facilities
- Others?

Objectifying FW Expectations

- Performance (observable behavior)
- Condition (specifics of situation)
- Criteria (level of independence, timeline)

Following assignment of each new patient, student will, within 24 hours, independently perform a complete Initial Evaluation within one hour to at least 6 patients by week 12.

Example: Safety Objective

- Item #2: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
- Site specific objectives (incomplete?):
 - Uses transfer belts during all transfers
 - Keeps sharps secure at all times
 - Consistently monitors residents during community outings
 - Sets limits to prevent undesirable student behavior

Example: Basic Tenet Objective

Item #6: Clearly, confidently and accurately communicates the roles of the OT and OTA to clients, families, significant others, colleagues, service providers, and the public.

What if no OTA in facility?

Possible Solution

- The student will present an in-service to the rehab staff on the potential role of the COTA.

Better yet.....

- When there is no COTA on staff, student will research the role of COTA's in like settings and present a 30 minute in-service on the potential role of the COTA in evaluation and treatment to staff by week 9.

Example: Intervention Objective

- Item #21: Selects relevant occupations to facilitate clients meeting established goals.
- Site specific objective: Based on evaluation results of patients with a variety of diagnoses, student consistently selects activities, and introduces them into the treatment plan, that demonstrate a purposeful, goal-oriented outcome. The selected activities consider the individual patient's values, interests and abilities.

Example: Professional Behavior Objective

- Item #42- Demonstrates respect for diversity factors of others including but not limited to sociocultural, socioeconomic, spiritual and life style choices
- When assigned patients from cultural backgrounds unfamiliar to the student, student investigates diversity factors and appropriately modifies behavior or interaction style 95% of the time.

Site Specific Objectives for Fieldwork Level II

Facility: _____

- 1. Student Goal: Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research**

Site Specific Objectives:

- ___ verbalizes the importance of the Occupational Therapy Code of Ethics
 ___ verbalizes the implication of non-adherence to the Occupational Therapy Code of Ethics
 ___ follows all principles of the Occupational Therapy Code of Ethics
 ___ follows all legal codes and laws regarding payers and scope of practice
 ___ follows all HIPAA and FERPA guidelines
 ___ follows all rules of the facility
 ___ advocates as needed for clients and clients' families
 ___ other: _____

- 2. Student Goal: Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures**

Site Specific Objectives:

- ___ aware of facility safety standards
 ___ follows all safety precautions and procedures
 ___ perceptive to safety situations
 ___ resolves environmental safety issues
 ___ is consistent with safety standard compliance
 ___ other: _____

- 3. Student Goal: Ensures safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.**

Site Specific Objectives:

- ___ use equipment appropriately and properly
 ___ initiates safety regarding individual client needs
 ___ alert to client's needs
 ___ puts client's needs first
 ___ recognize potential hazards and works to reduce them
 ___ prevents injuries

- ___ perceptive to safety situations
- ___ expects the unexpected
- ___ adheres to intervention and client condition contraindication and precautions
- ___ grades and modifies intervention safely
- ___ aware of consequences if poor safety judgement occurs
- ___ plans interventions with safety in mind
- ___ is consistent with safety standard compliance
- ___ is self-aware and asks for help as needed
- ___ identifies client information related to safety issues
- ___ able to correctly assess safety situations and identify resolutions
- ___ other: _____

4. Student Goal: Articulates the values, beliefs, and distinct perspectives of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

Site Specific Objectives:

- ___ able to correctly define areas associated with occupational therapy values, beliefs, and distinct nature
- ___ has an awareness of occupational therapy philosophy and its impact with clients
- ___ in enthusiastic about sharing information about the philosophy of occupational therapy
- ___ integrates occupational therapy values, beliefs, and distinct nature into intervention
- ___ demonstrates an awareness and understanding of Occupational Therapy Practice Framework: Domain and Process (current version)
- ___ other: _____

5. Student Goal: Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

Site Specific Objectives:

- ___ able to explain the value, purpose of, and rational for occupational therapy services to client, spouse, family, significant other, colleagues, team members, and community members
- ___ introduces self and occupational therapy information confidently
- ___ educates others about occupational therapy
- ___ demonstrates ability to incorporate occupation into all intervention
- ___ other: _____

6. Student Goal: Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public

Site Specific Objectives:

- ___ has awareness of occupational therapist/occupational therapy assistant roles
- ___ explains occupational therapy practitioners' role delineation clearly and correctly (identifying similarities and differences) to client, spouse, family, significant other, colleagues, team members, and community members
- ___ demonstrates an awareness and understanding of when to seek knowledge of occupational therapist
- ___ other: _____

7. Student Goal: Obtains sufficient and necessary information about factors that supports and hinder occupational performance from relevant sources throughout the evaluation process. Examples: record or chart reviews, client, family, caregivers, service providers

Site Specific Objectives:

- ___ reviews client chart and gleans appropriate information
- ___ separates relevant from irrelevant client information
- ___ identifies client's interests, beliefs, values
- ___ is consistent with daily or weekly data collection of clients
- ___ gathers all needed data from all appropriate sources
- ___ reports gathered data accurately, timely, and in an organized manner to supervisor
- ___ other: _____

8. Student Goal: Establishes services competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely. Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments

Site Specific Objectives:

- ___ reviews client record or chart
- ___ observe all areas of client behavior
- ___ recognizes which assessment tools are appropriate for which clients (based on client factors, abilities, and needs)
- ___ correctly administers assessments as appropriate
- ___ other: _____

9. Student Goal: Administers delegated assessments using appropriate procedures and protocols. Examples: standardized and non-standardized assessments, interviews, and observations

Site Specific Objectives:

___ become familiar, in a timely manner, with facility given assessments
 ___ follows all assessment procedures and protocols correctly and safely
 ___ be responsible for utilizing these specific assessments: _____

___ other: _____

10. Student Goal: Assists with interpreting information in relation to the client's needs, factors, and performance. Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments. Includes the consideration of psychosocial factors.

Site Specific Objectives:

___ initiates collaboration with supervisor
 ___ correctly identify client's needs and abilities
 ___ be able to relate client observations to supervisor
 ___ asks supervisor questions when in doubt
 ___ understands the need to utilize standardized analysis procedures (when applicable)
 ___ assists in scoring these specific assessments: _____

___ other: _____

11. Student Goal: Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.

Site Specific Objectives:

___ reports clearly
 ___ reports concisely
 ___ reports relevant data
 ___ identifies not to report irrelevant data
 ___ provide complete details of client's assessments
 ___ written reports legible and forms fully completed
 ___ other: _____

12. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations. Examples: contexts, theories, frames of references, practice models, and evidence

Site Specific Objectives:

- initiate collaboration with supervisor
- intervention process based on evaluation results and contexts of client
- client needs connected to evaluation results
- interventions reflect evaluation data
- able to rationalize use of frames of references, practice models, and evidence for interventions
- other: _____

13. Student Goal: Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions. Examples: textbooks, journal articles, other relevant and reliable informational resources

Site Specific Objectives:

- utilizes Evidence Based Practice when choosing interventions
- actively seeks knowledge from professional literature to guide intervention sessions
- other: _____

14. Student Goal: Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.

Site Specific Objectives:

- activities are determined based on client's needs
- time frames for intervention session and overall duration of service appropriate for setting and client needs
- interventions are client-centered
- interventions are client driven
- interventions are occupation based
- interventions are chosen to provide appropriate challenge for client success

15. Student Goal: Implements client-centered and occupation-based intervention plans.

Site Specific Objectives

- plan demonstrates appropriate scheduling of clients
- plan is client centered and client driven

- plan reflects assessment data
- plan identified priorities determined by client
- plan demonstrates input from family or significant other or other professional, as appropriate
- plan written in acceptable facility format
- daily session plans identified and approved prior to client session, as appropriate, and in a timely manner
- service delivery area readied prior to client arrival, as appropriate, and in a timely manner
- provide safe and effective client centered and occupation based intervention
- other: _____

16. Student Goal: Modifies the task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance

Site Specific Objectives:

- correctly identify changes in client's needs and abilities to ensure correct modifications are provided
- grades activities to motivate and challenge clients in order to facilitate progress
- prepares materials and environment before interventions, as appropriate
- other: _____
- grade activities based on various client conditions
- resolve client concerns regarding activity performance
- identify various intervention activity options on analysis findings
- modifies activities with variety of client conditions
- flexible with changing planned activities
- initiates with supervisor discussion regarding modifying plan
- modifies equipment for activities
- utilizes standard equipment for activities
- modifies goals appropriately and timely
- changes activities if client is unsuccessful
- progresses client activities when appropriate
- identifies behaviors or situations that warrant modification

17. Student Goal: Recommends modification or termination of intervention plan based on the client's status.

Site Specific Objectives:

- ___ recognizes client fatigue, distress, or condition problems
- ___ identifies transition within continuum of care
- ___ knows when to seek changes or when to cease service provision to meet client's ongoing needs
- ___ Aware of other settings appropriate to continue provision of occupational therapy services
- ___ other: _____

18. Student Goal: Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

Site Specific Objectives:

- ___ has strong rapport (use of therapeutic use of self) with clients, which is used in identifying client's needs
- ___ correctly reads and interprets client's family's, spouse's, and caregiver's cues
- ___ recognizes client fatigue, distress, or condition problems and documents accordingly
- ___ other: _____

19. Student Goal: Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others whom responsibilities might be assigned. Examples: paraprofessionals, nurses' aides, volunteers

Site Specific Objectives:

- ___ understands and is able to distinguish role of occupational therapy practitioner, occupational therapy aide, and volunteers for practice setting/facility
- ___ understands what tasks are appropriate to delegate to others
- ___ understands supervision requirements for occupational therapy aide and volunteers for practice setting/facility
- ___ other: _____

20. Student Goal: Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment

Site Specific Objectives:

___ identifies correct billing of units for therapy sessions
 ___ educates clients on procurement options of adaptive equipment in relationship to payer rules and regulations
 ___ other: _____

21. Student Goal: Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications

Site Specific Objectives:

___ able to verbalize understanding of organization mission and vision
 ___ able to apply organization mission and vision throughout fieldwork experience
 ___ able to verbalize organization's accreditation status and what entity accredits organization
 ___ seeks knowledge about organization independently
 ___ other: _____

22. Meets productivity standards or volume of work expected of occupational therapy assistant students.

Site Specific Objectives:

___ adjusts self to meet productivity demands of facility
 ___ productive within time limits of normal work day situation
 ___ consistently meets productivity standards or volume of work expected by the end of fieldwork rotation
 ___ able to navigate a full time caseload per facility standards
 ___ other: _____

23. Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, services providers, administration, the public

Site Specific Objectives:

- demonstrates confidence with communication to all others
- is assertive with other occupational therapy and rehabilitation staff
- is assertive with clients
- participates in family teaching
- participates in rehabilitation meetings
- demonstrates sensitivity when speaking to clients, families, and others
- commands the attention of the client
- communicates appropriately with other disciplines and families at team meetings
- information presented is accurate, clear, and concise
- states rationale for all aspects of occupational therapy to client, family, and others
- communicates thoughts on client and care plan to supervisor in a timely manner
- regularly initiates reports to supervisor
- adheres to confidentiality policies during reporting
- contacts other services providers as needed
- recognizes client fatigue, distress, or condition problems and documents accordingly
- other: _____

24. Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements

Site Specific Objectives:

- use of clinical reasoning is evident in notes
- correct identification of intervention toward progress
- document per payer source guidelines
- concise, clear, accurate
- correct grammar and spelling
- follows facility format
- includes all needed content
- completes case meeting reports accurately, fully, and concisely
- document all subjective and observable data
- by midterm can write notes with minimal revisions
- all applicable identification information in note (date, name, intervention code, time in/time out, doctor's name, etc...)
- documentation flows
- efficiently uses documentation time
- complete notes in timely manner

- writes cohesively
- forms fully completed
- adheres to confidentiality standards in notes
- other: _____

25. Student Goal: Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges

Site Specific Objectives:

- not shy with interactions
- goes with flow of fieldwork educator and facility
- observes professional boundaries with all others
- is self-aware to ask for assistance when needed
- seeks feedback on performance and records as necessary to correctly perform duties
- is able to identify skill areas that need improvement
- is able to identify skill areas that are strengths
- other: _____

26. Student Goal: Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.

Site Specific Objectives:

- interacts appropriate with support staff and others
- seeks further information about populations, interventions, family needs, and conditions
- integrates into rehabilitation team or department
- initiates reading charts
- initiates asking questions
- demonstrates reflection on new learning
- identifies possible solutions to problem situations
- demonstrates awareness and participates in total quality management
- demonstrates awareness for and supports local, state, and national association activities
- consistently and appropriately participates in fieldwork educator-student relationship
- other: _____

27. Student Goal: Responds constructively to feedback in a timely manner.

Site Specific Objectives:

- incorporates feedback into client interactions and all other duties as appropriate
- initiates discussion regarding self-modification with fieldwork educator
- is not defensive when discussing fieldwork educator feedback
- other: _____

28. Student Goal: Demonstrates consistent and acceptable work behaviors.**Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance**

Site Specific Objectives:

- verbalizes the importance of the Occupational Therapy Code of Ethics
- willing to stay late and come early
- assists other without being asked to assist
- is a team member
- is self-disciplined
- is prepared for assignments, activities, and duties
- has a professional appearance, per facility and Program regulations
- is goal oriented with thinking and actions
- attends to personal matters without interfering with Fieldwork Level II duties
- is organized with all actions and duties
- moves well within and between practice settings and facilities
- appears enthusiastic
- appears eager to learn
- is dependable
- assumes duties for department upkeep
- follows through on assigned duties
- other: _____

29. Student Goal: Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe

Site Specific Objectives:

- arrives on time
- completes intervention sessions timely
- completes non-client duties times (documentation, scheduling of clients, department upkeep, client billing, etc...)
- ready and prepared to provide client service at scheduled times
- ready and prepared for meetings

- adapts well to other's and the facility's schedules
- reports for all scheduled days of Fieldwork Level II rotation, unless excused (and seeks approval in a timely manner)
- adjusts priorities based on demands of facility and daily schedule
- able to monitor and prioritize own duty load
- other: _____

30. Student Goal: Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

Site Specific Objectives:

- has strong rapport with clients
- correctly reads and interprets client's and family's cues, verbal language, and non-verbal language
- is accepted by clients, peers, and others
- is respected by clients
- appears 'at ease' with clients
- has client's attention prior to speaking to client
- responds well to client's multiple concerns
- empathy toward client is apparent
- has a good rapport with families, significant others, team members, and community members
- consistently utilizes own person assets in interaction with clients
- consistently establishes and maintains therapeutic relationships
- provide adequate explanation and instruction to client, family, significant others, team members, colleagues, and community members
- supports and reinforces appropriate and desired client behaviors
- assures the comfort and safety of each client
- other: _____

31. Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

Site Specific Objectives:

- does not demonstrate any bias toward client or staff
- demonstrate enthusiasm for diversity with others
- demonstrates acceptance of others
- demonstrates respect for all
- demonstrates tolerance for differences with others
- incorporates cultural context into all aspects of occupational therapy process in all interactions
- demonstrates ability to use equitable interactions with others

Mayo Clinic: General Student Information

OT Student Fieldwork Objectives

FUNDAMENTALS OF PRACTICE

1. Adheres consistently to the American Occupational Therapy code of ethics and sites policies and procedures including when relevant, those related to human subjects research:

- Demonstrates a concern for the well being of the patients of their services (beneficence).
- Fulfills professional obligation of acting out of beneficence in dealing with all patients. Takes reasonable precautions to prevent imposing or inflicting harm upon the patient of their services or to his/her property (nonmaleficence).
- Respects the patient or his/her surrogates, as well as the patient's rights (autonomy, privacy, and confidentiality).
- Achieves and maintains high standards of competence (duties).
- Takes the initiative to complete all assignments and responsibilities to provide the best patient care.
- Complies with laws and student policies guiding the profession of occupational therapy as stated in the AOTA code of ethics (2010) and Mayo policies and procedures (procedural justice).
- Treats patients, colleagues and other professionals with fairness, discretion and integrity (social justice, fidelity).
- Maintains patient privacy, confidentiality and security of medical record information observing federal, state and facility regulations. Information can not be shared verbally, electronically, or in writing without the appropriate consent. Information must be shared on a need-to-know basis only with those having primary responsibilities for decision making.
- Provides comprehensive, accurate, and objective information when representing profession (verbally).
- Seeks out the clinical instructor if there are any questions regarding conflict of interest as it is imperative to maintaining the integrity of interactions.
- Will not have any personal or sexual relationships that occur during any professional interaction, as it is a form of misconduct.
- If a student is not able to perform the necessary critical job demands as outlined in the Mayo PM&R - Rochester OT job description, and he/she is not able to competently perform his/her duties after given reasonable accommodations, the student will be terminated from this fieldwork.

2. Adheres consistently to safety regulations, anticipates potentially hazardous situations and takes steps to prevent accidents:

- Follows HIPAA, universal precautions and hospital safety policies for all patients.
- Review chart and/or seek to understand information from appropriate sources, i.e. asks questions when needed for clarification.

2. Uses judgment in safety. Uses sound judgment in regard to safety of self and others during all fieldwork related activities:

- Awareness of, will identify, and will follow through with precautions and contraindications to carry out a patient's plan of care.

- Justify the use of selected activities within the limits of established precautions and lab values/vitals in relation to safety with function.
- Make appropriate decisions regarding the need for assistance during evaluation and treatment sessions.
- Maintain the work area and supplies that are conducive to safety.
- Understand and be able to manage the lines and equipment in the Intensive care unit.

BASIC TENETS

4. Articulates the values and beliefs of the OT profession:

- Explains the rationale for patient's care plan related to occupational therapy intervention.
- Demonstrates an awareness of when it is appropriate to initiate contact with the above people to articulate the role of OT related to a patient's care.
- Adjusts terminology according to the audience addressed.

5. Articulates the value of occupation:

- Consistently communicates how treatment activities and care plan will affect occupational performance and outcomes for patients and medical professionals.

6. Communicates the roles of occupational therapist and occupational therapy assistant:

- Clearly recognizes and can verbalize the role delineation between the OT and the COTA.

7. Collaborates with patient, family and significant others throughout the occupational therapy process:

- Consistently involves the patient, family and/or significant others in the goal setting process.
- Makes appropriate decisions regarding sharing information with the above people.
- Provide professional, timely, objective and clear consultation with all health care providers, vendors, school systems, etc.

EVALUATION AND SCREENING

8. Articulates a clear and logical rationale for the evaluation process:

- Understands the theoretical basis or frame of reference for administered evaluations.
- Identifies appropriate options for assessments for specific patient situations.

9. Selects relevant screening and assessment methods while considering such factors as patient's priorities, context(s), theories, and evidence-based practice:

- Demonstrates the ability to select and prioritize relevant areas to assess and OT theories/philosophies to be utilized.
- Seek out the assistance of staff and other resources when in doubt about accurate administration.
- Make appropriate decisions regarding when to utilize standardized vs. non standardized assessments.

10. Determines the patient's occupational profile and performance through appropriate assessment methods:

- Demonstrates the ability to gather appropriate information, including a thorough interview, from the patient, family, significant others, medical staff and medical records.
- 11. Assess patient factors and context(s) that support or hinder occupational performance:**
 - Reviews the medical history and precautions prior to assessing the patient.
 - 12. Obtains sufficient and necessary information from relevant resources:**
 - Select and filter pertinent information to provide ethical and quality patient care.
 - 13. Administers assessments in a uniform manner to ensure that findings are valid and reliable:**
 - Assessment tools
 - Screening tools
 - 14. Adjusts/modifies the assessment procedures based on patient's needs, behaviors and culture:**
 - Demonstrates and rationales using critical thinking and flexibility in adapting assessments to meet the patient's individual needs.
 - 15. Interprets evaluation results to determine patient's occupational performance strengths and challenges:**
 - Utilize evaluation results to determine patient's limitations and strengths to assist in reaching the best possible outcomes.
 - 16. Establishes an accurate and appropriate plan based on evaluation results:**
 - Identifies the appropriate time to re-evaluate the patient's program and documents the re-assessment information.
 - Establishes relevant and attainable short and long-term goals that reflect the assessment data and the occupational performance of the patient and his/her individual and family goals.
 - Evaluate a patient's functional status and make the optimal clinical judgment to decide if a patient can function safely at home or the type of supervision that is warranted.
 - Appreciates the importance of having a goal-directed plan.
 - 17. Documents the results of the evaluations:**
 - Records the results of assessments accurately, concisely, and selects relevant information to report and document.

INTERVENTION

- 18. Articulates a clear and logical rationale for the intervention:**
 - Uses clinical reasoning to explain patients, fieldwork educator, and medical professionals the rationale for the OT intervention and plan of care.
- 19. Utilizes evidence from published research and relevant resources to make informed decisions:**
 - Utilize multiple resources to provide rationale and support for treatment plans (EBM, EBP).
 - Access and utilize the AOTA's Evidence based practice web site for evidence based practice during this affiliation.

20. Chooses occupations that motivate and challenge patients:

- Obtain an occupational profile to direct intervention that facilitates the “just right challenge” for the patients to optimize functional independence.
- Recognize and adapt to therapeutic age and therapeutic moments in patient care.

21. Selects relevant occupations to facilitate patients meeting established goals:

- Able to break a given occupation into a sequence of steps according to the patient’s level of functioning and cognitive abilities.
- Demonstrates creativity and flexibility in choosing treatment activities.
- Works to expand own repertoire of known activities.
- Seeks out new activities from the staff and other available resources.

22. Implements intervention plans that are patient centered:

- Makes appropriate decisions regarding reviewing progress with patient throughout the intervention process.
- Consistently communicates treatment program, updates and dismissal plans to the patient and/or their families/significant others.

23. Implements intervention plans that are occupation based:

- Consistently seeks out and utilizes activities that are purposeful and meaningful for the patient.

24. Modifies task approach, occupations and the environment to maximize the patient’s performance:

- Understands the concepts of “graded” activity.
- Determines logical sequence of treatment activities to attain the established goals.
- Chooses and modifies the environment appropriate for the patient’s needs.
- Demonstrates flexibility and resourcefulness in adapting the treatment activities, area and care plan as the patient’s needs change.

25. Updates, modifies or terminates the intervention plan based upon careful monitoring of the patient’s status:

- Understands and revises goals in an appropriate and realistic manner.
- Appreciates the need for patient involvement in goal modification.
- Coordinates discharge planning with other disciplines so that continuity of care exists.
- Consistently has adaptive equipment and home environmental recommendations in place prior to patient dismissal.
- Awareness of options for resources that are available to patients upon dismissal.
- Demonstrates an awareness of when to discontinue treatment and the ethical implications of patient dismissal from OT services.

26. Documents patient’s response to serve in a manner that demonstrates the efficacy of interventions:

- Complete daily and weekly documentation in a timely manner and utilize skilled terminology for documentation.

MANAGEMENT OF OT SERVICES

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the COTA or the OT aid:

- Demonstrate leadership and mentoring of support staff.
- Be respectful in all communication and professional dialogue with all staff.

28. Demonstrates through practice or discussion the ability to actively collaborate with a COTA:

- Collaborate with COTA to write appropriate treatment plan and goals for patients.
- Verbalize an awareness of the role of the OT in the facilitation of COTA competencies.

29. Demonstrates an understanding of the costs and funding related to OT services at this site:

- Verbalize understanding of DRGs, PPS system, insurance premiums, co-pay, private funding, govt. funding PPS, FIM, CPT codes, ICD-9 codes.
- Will have working knowledge of CPT codes.

30. Accomplishes organizational goals by establishing priorities, developing strategies and meeting deadlines:

- Consistently meets deadlines assigned by fieldwork educator.
- Adjust pace and prioritize daily responsibilities.

31. Produces the volume of work required in the expected time frame:

- Manage a caseload and meet productivity expectations outlined by the department, i.e. 60% billable time.
- Calculate the amount of time needed to complete a task and use time outside of the clinic for task completion as needed.

COMMUNICATION

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

- Provides the above with professional and self-confident, honest and verbal feedback regarding the results of assessments, treatment interventions and goal status.
- Is able to discern which families may need additional instruction and demonstration; provides this information in a way that is not demeaning to the family.
- Listen attentively to what is being said by others and integrate this information into the treatment plan immediately.
- Deliver an articulate message verbally, via phone or e-mail and in written form.
- Identify and build strategies to handle critical and crucial conversations with family members and patients.

33. Produces clear and accurate documentation according to site requirements:

- Selects relevant information to report and document.
- Completes all assigned daily documentation.
- Creates written, electronic and verbal reports that accurately reflect the patient's status.

34. All written communication is legible using proper spelling, punctuation, and grammar:

- Provides accurate information about OT services in written, electronic and verbal communication. The OT student will always provide accurate documentation in any patient care record.

35. Uses language appropriate to the patient of the information, including but not limited to funding agencies and regulatory agencies:

- Adjusts terminology according to the audience addressed.
- Will not use abbreviations according to department/institution policy.

PROFESSIONAL BEHAVIORS

36. Collaborates with supervisors to maximize learning experience:

- Accepts responsibility for initiating and communicating desires/optimal learning experiences with fieldwork educator.
- Be self-directed in determining learning strengths and challenges.

37. Takes responsibility for obtaining professional competence:

- Demonstrates clinical reasoning, critical thinking, and self reflection on a daily basis.
- Appreciates the balance between independent problem solving and seeking out assistance from others.
- Independently seeks experiences and information to supplement learning and professional growth.

38. Responds constructively to feedback:

- Accepts feedback from the fieldwork educator in a non-defensive manner and adjusts professional behaviors accordingly.

39. Demonstrates consistent work behaviors:

- Arrive on time and consistently is prepared to start the day upon arrival.
- Complies with Mayo Dress Code Policies.

40. Demonstrates effective time management:

- Organizes schedule to allow for the timely completion of assignments and patient related duties.

41. Demonstrates positive interpersonal skills:

- Demonstrates mutual respect for all individuals in the work environment.
- Develop and maintain a rapport with patients that enhances the therapeutic relationship.

42. Demonstrates respect for diversity:

- Considers cultural and economic background when establishing goals and care plans.
- Deals effectively with a variety of disabilities, age groups, socioeconomic and cultural backgrounds.
- Respects diversity in the work place.

OTS Weekly Objectives & Goals

WEEK 1

- ___ Student will meet with, CCCE, PT
- ___ Student will attend orientation sessions (transfer training, FIM etc).
- ___ Student will review student manual contents with CEC and comprehend included information. Student is expected to refer to and utilize manual as a reference during internship
- ___ Student will demonstrate competency in use of pager and telephone systems
- ___ Student will become familiar with MICS, Synthesis, documentation procedures, and e-billing
- ___ Student will participate in "group effort" (chart/history review, evaluation, intervention, document) with one- two patients
- ___ Student will shadow assigned staff therapist when not in orientation or lectures
- ___ Student may be assigned one (1) patient by the end of the week
- ___ Student will get photo ID taken
- ___ Students are responsible for information in OT student manual.

WEEK 2

- ___ Student will identify a system to organize and maintain patient workload while recalling safety precautions, etc
- ___ Student will individually perform chart/history review, evaluation, intervention, document with 1-2 patients per day with supervision of CEC/FWED. Student assigned to patients via CEC/FWED
- ___ Student will individually perform chart/history review, evaluation, intervention, document with one (1) patient with direct supervision of CEC/FWED
- ___ Student will be billing correctly for their patients and recording their treatment statistics at the end of the day
- ___ Student will begin to fill out weekly self-assessment sheets and will complete them PRIOR to future weekly meetings with clinical education coordinator
- ___ Student will be familiar with department equipment, activities, and evaluations that are available to them
- ___ Student will shadow staff therapist when not in lectures or involved with own patient care
- ___ Student will have completed a literature search to find evidence to apply to at least one (1) of their patients
- Students will have attended one patient progress assessment (IPOC) and have attended off-floor patient care discussions and Morning Rounds
- Students will maintain treatment coverage cards.
- Students will have completed FIM competency training.
- Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 3

- ___ Student will begin to meet weekly with the clinical education coordinator as needed
- ___ Students arrange weekly meeting/group discussion.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with assigned patients everyday; with direct to moderate supervision of CEC/FWED.
- ___ Student will be assigned to patients via CEC/FWED; approximately two-three patients
- ___ Student will demonstrate the ability to safely transfer their patients from one surface to another and/or will be able to recognize when additional assistance is needed.
- ___ Student will be familiar with and begin practicing department evaluations that are available to them (i.e. CPT, ACL, Mayo Functional Cognitive Evaluation, Mayo Geriatric Evaluation, CAM, cognitive evaluation, and upper extremity evaluation including ROM and manual muscle testing, ADL evaluation, adaptive equipment, home & safety evaluation etc.)
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 4

- ___ Student will meet weekly with the CEC/FWED
- ___ Students arrange weekly meeting/group discussion.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with 3-4 patients per day with moderate to minimal supervision of CEC/FWED.
- ___ Student will discuss possible topics for final project with the clinical education coordinator
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 5

- ___ Student will meet weekly with the CEC/FWED
- ___ Students arrange weekly meeting/group discussion.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with 3-5 patients per day with minimal supervision to indirect supervision of CEC/FWED. Students assigned to patients via CEC/FWED; approximately three- four patients per day
- ___ Student will continue to practice demonstrating their ability to facilitate department evaluations using the following: CPT, ACL, Mayo Functional Cognitive Evaluation, Mayo Geriatric Evaluation, CAM, upper extremity evaluation, including ROM and manual muscle testing, ADL evaluation, adaptive equipment, home & safety evaluation by mid-term
- ___ Student will identify topic for final project
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 6

- ___ Student will individually perform chart/history review, evaluation, intervention, document with 4-5 patients per day with indirect supervision of CEC/FWED. Students will begin to rationalize caseload amongst them.
- ___ Student will complete a midterm self-assessment using the AOTA evaluation
- ___ Student will be able to demonstrate the ability to facilitate department evaluation for the following: CPT, ACL, Mayo Functional Cognitive Evaluation, Mayo Geriatric Evaluation, CAM, and upper extremity evaluation, including ROM and manual muscle testing, ADL evaluation, adaptive equipment, home & safety evaluation. Student to demonstrate competency to the CEC/FWED while performing the evaluations with another student or with a patient, depending on patient population
- ___ Students arrange weekly meeting/group discussion.
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 7

- ___ Student will individually perform chart/history review, evaluation, intervention, document with 4-5 patients per day with indirect supervision of CEC/FWED. Students will rationalize caseload amongst themselves.
- ___ Student will have collaborated with the COTA for at least one patient
- ___ Student will have observed at least one physical therapy, one speech therapy, and one recreational therapy session
- ___ Students arrange weekly meeting/group discussion.
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 8

- ___ Student will individually perform chart/history review, evaluation, intervention, document with 4-5 patients per day with indirect supervision of CEC/FWED. Students will rationalize caseload amongst themselves.
- ___ Student will have collaborated with the COTA for at least one patient
- ___ Student will have observed at least one physical therapy, one speech therapy, and one recreational therapy session
- ___ Students arrange weekly meeting/group discussion.
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned
- ___ Student will provide clinical education coordinator with a rough draft of their final project

WEEK 9 & WEEK 10

- ___ Student will maintain 4-5 patients per day with indirect supervision of CEC/FWED.
- ___ Students will rationalize caseload amongst themselves; approximately six to seven (6-7) hours of direct patient care per day
- ___ Student will have collaborated with the COTA for at least one patient
- ___ Students arrange weekly meeting/group discussion.
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 11

- ___ Student will maintain 4-5 patients per day with indirect supervision of CEC/FWED.
- ___ Students will rationalize caseload amongst themselves; approximately six to seven (6-7) hours of direct patient care per day
- ___ Student will present final project to staff or students
- ___ Student will start planning for closure with their patients
- ___ Students arrange weekly meeting/group discussion.
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

WEEK 12

- ___ Student will maintain 4-5 patients per day with indirect supervision of CEC/FWED.
- ___ Students will rationalize caseload amongst themselves; approximately six to seven (6-7) hours of direct patient care per day
- ___ Final Evaluation
- ___ Student will complete the AOTA Student Evaluation of Fieldwork Experience
- ___ Students arrange weekly meeting/group discussion.
- ___ Students will have complete diagnosis worksheet and plan of care on each patient they are assigned

12 week Calendar/Outline

January 7th- 11th

Day 1

WELCOME! Orientation to Mayo & Tour 1-D area

Receive OT student manual for 1-D

Review over objectives and expectations

- a. Work hours
- b. Absence Policy – Mayo and colleges
- c. Fieldwork objectives
- d. Dress code
- e. Professional behaviors

Review over assignments for fieldwork:

- a. Assigned date to facilitate a journal club discussion.
- b. Assigned date/evaluations to facilitate in-service.

Learn pager system

- a. Be able to send/reply to all pages.
- b. Text page through intranet.
- c. Display page if computer is not available.
- d. Verbalize/demonstrate understanding of 4 digit page versus 5 digit page during patient care, if assistance is needed ASAP.
- e. All pages are recorded and can be traced to the original sender.

E-mail

- a. Be able to send, reply, forward e-mails.
- b. Review Mayo Policy to check e-mails first thing in the morning, before or after lunch, and prior to going home at night.
- c. Add personal signature. Review over Mayo Policy that personal signature needs to be attached to every e-mail message sent.
- d. All e-mails are recorded and can be recalled, as indicated.
- e. Verbalize/demonstrate use of calendar.

Share contact numbers/cell phone numbers

Facebook policy

Door codes (5504) / Key location to unlock student office

Location of Dan Abraham Healthy Living Center in Generose

Location of Cafeteria/staff break room

Day 2

Complete list from Day 1, if time did not permit on Day 1

Tour Ortho

- a. OT/PT office area
 - a. Orient to office and resources
- b. Nursing stations
- c. Restrooms
- d. Par Stock areas
 - a. Learn how to check items out with Par Stock
- e. Linen closets
- f. Storage rooms

- g. Shampoo rooms
- h. Dietary areas

Review over MMT, ROM, Transfers

Hospital rooms

- a. How to operate the bed
- b. How to monitor vitals, O2 sat levels, HR
- c. Be able to operate/locate lights in room, TV, nursing buttons, bed alarms, etc.

Learn lift system

- a. Walking sling
- b. Bed Sling to reposition in bed

Complete MSHS competency

ADL communication sheet

Patient room/provider board

Ortho Rounds

Days 3 – 5

Day 3

FOM/FIM training - see student manual for details –

January 9th Old Marion Hall OL 3-116 from 12 – 3 with rehab RN

Shadow staff – as time allows

Introduction to shorthand templates/verbiage

- a. Activate shorthand/open correct dictionary
- b. Practice using shorthand
- c. Review over each template

Documentation

- a. Learn to find chart and history information in Synthesis.
- b. Learn how to/where to document in MICS
 - a. OT Flowsheets
 - b. Ptotv to review over previous notes
 - c. PMRCO to review over order details
 - d. PMRCO to change status of order
- c. Understand the difference between Synthesis and MICS

Group evaluations/interventions on Ortho

- a. Review over “cheat sheets” to gather information from chart and history review.
Create your own cheat sheet, if desired
- b. Chart and history review completed together as a team.
- c. Discuss Lab Values/refer to pocket size guidance.
- d. Complete evaluation/documentation as a team.

Review over/be able to administer these common cognitive screens:

- a. Short Blessed
- b. MoCA
- c. Personal Information form
- d. SLUMS

Verbalize understanding of Lab values/precautions/ortho protocols

Billing

- a. PMRBILL
- b. Time associated with billing units

- c. Need to add contact time in MICS flowsheet
- d. Need to add all contact time for the day together prior to billing out.

Billing competency

Inpatient Documentation competency

January 14th – February 1st

Trauma Ortho –

Intensive care units –

January 18th, 21st

T. off – S. E. (127-03432) to mentor

January 23rd - OT Student Journal Club from 12-1 (Ortho related topic)

January 28th – 31st

Prepare to transition to Gen Med/Internal Med.

Preparation includes reviewing over/in-service on the following:

- Independent Living Scales (ILS)
 - 1:30 to 2:30
- Texas Functional Living Scales (TFLS)
 - 2:30 to 3:30
- Allen Cognitive Levels Screen-
 - 1:30 to 2:30
- Home Assessment Cognitive Performance
 - 2:30 to 3:30
- Mayo Functional Cognitive
 - 1:30 to 2:30
- Executive Function Performance Test
 - 2:30 to 3:30
- Cognitive of Assessment of Minnesota
 - 2:30 to 3:30

February 4th – March 1st

Domitilla 2, 3, 4, 5, 6

General Medicine/Internal Medicine

February 4th – First Day on Domitilla (General Medicine/Internal Medicine)

February 12th – 14th - AOTA Mid-term Evaluations

February 20th - OT Student Journal Club from 12-1 (Applied Cognition topic) Domitilla Main Floor, room 132

February 26th, 27th, March 1st : T. off – S. E. (127-03432) to mentor

February 25th – March 1st - Prepare to transition to Cardiac/Pulmonary floors. Preparation includes reviewing over cardiac/pulmonary information and group discussion.
Completion of staff competencies Modules 1-8

March 4th – March 29th

Cardiac/Pulmonary Floors

March 4th – First Day on Cardiac/Pulmonary

March 8th, 15th : T. off – S. E. (127-03432) to mentor

March 20th- OT Student Journal Club from 12-1
(Cardiac/Pulmonary related topic)

March 25th – 27th – AOTA FW Evaluation Finals!

March 28th and 29th – T. off. A. K. (127-00681) to mentor

March 29th - Last Day!

Pager Numbers

Student Project

- Social Media Drop Box OT student Manual

Mayo Clinic Occupational Therapy Department, Used with Permission, 2014

PM&R ST. MARYS ACUTE CARE: WEEKLY OUTLINE/GOALS

WEEK 1

- ___ Student will meet with **Heidi Dunfee, PT, DScPT, CCCE**
- ___ Student will get photo ID taken.
- ___ Student will attend orientation sessions, review over Mayo policies/procedures, and complete institution competencies as outlined by fieldwork educator/ CEC and CCCE.
- ___ Student will review student manual contents and comprehend included information. Student is expected to refer to and utilize manual as a reference throughout the internship.
- ___ Student will demonstrate competency in use of pager, telephone systems, and e-mail.
- ___ Student will become familiar with electronic documentation and billing protocol.
- ___ Student will collaborate with other students while intervening with patients, i.e. chart/history review, evaluation, intervention, document. CEC will assign patients to student team.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with assigned patient(s) with direct supervision of clinical education coordinator (CEC)/fieldwork educator.
- ___ Student will shadow assigned staff therapist when they are not participating in direct patient care.

WEEK 2

- ___ Student will identify a system to organize and maintain patient workload while recalling safety precautions, etc. (i.e. index card per patient, clipboard, etc.)
- ___ Student will individually perform chart/history review, evaluation, intervention, documentation with 1-3 patients per day with direct supervision to moderate supervision of the CEC/fieldwork educator. Student will be assigned to patients via CEC/fieldwork educator.
- ___ Student will bill correctly and ethically for patient evaluations/interventions with moderate assistance from CEC.
- ___ Student will begin to fill out weekly self-assessment sheets and will complete them PRIOR to weekly meetings with clinical education coordinator (CEC).
- ___ Student will be familiar with department equipment, activities, and evaluations that are available to them.
- ___ Student will shadow a staff therapist as assigned by CEC/fieldwork educator.
- ___ Student will demonstrate the ability to safely transfer their patients from one surface to another and/or will be able to recognize when additional assistance is needed.

WEEK 3

- ___ Student will begin to meet weekly with the clinical education coordinator.
- ___ Student will individually perform chart/history review, evaluation, intervention, documentation with 2-4 patients per day; with moderate to minimal supervision of CEC/fieldwork educator.
- ___ Student will be assigned to patients via CEC/fieldwork educator; approximately two-three hours of direct patient care per day.
- ___ One student in the group will have completed a literature search to find evidence to apply to at least one of his/her patients and will share the literature with his/her peers and fieldwork educator early in the week. There will be a group discussion on the literature later in the week. Each student is responsible to read the information and come prepared for discussion at the group meeting. The responsibility of the literature search will be rotated through the student group on a weekly basis.

WEEK 4

- ___ Student will meet weekly with the CEC/fieldwork educator to discuss progress and individual goals.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with 3-5 patients per day with minimal to indirect supervision of CEC/fieldwork educator.
- ___ Student assigned to patients via CEC/fieldwork educator; approximately three hours of direct patients care per day.
- ___ Student will receive information via CEC/fieldwork educator and will read information and begin to prepare for transition to Gen Med unit next week. At the end of the week, students will be able to discuss and verbalize understanding of transition and expectations.
- ___ Student will be familiar with and begin practicing department evaluations that are available to them (i.e. CPT, ACL-5, Mayo Functional Cognitive Evaluation, CAM, EFPT, ILS, cognitive evaluations, and upper extremity evaluation including ROM and manual muscle testing, ADL evaluation, adaptive equipment, home & safety evaluation) and as opportunities arise with patient care.

WEEK 5

- ___ Student will meet weekly with CEC/fieldwork educator to discuss progress & individual goals.
- ___ Student will discuss possible topics for final project with the clinical education coordinator.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with 4-6 patients per day with minimal supervision to indirect supervision of CEC/fieldwork educator. Students assigned to patients via CEC/fieldwork educator; approximately four hours of direct patient care per day.
- ___ Student will continue to practice demonstrating their ability to facilitate department evaluations using the following: CPT, ACL-5, Mayo Functional Cognitive Evaluation, CAM, EFPT, upper extremity evaluation, including ROM and manual muscle testing, ADL evaluation, adaptive equipment, home & safety evaluation by mid-term as opportunities present with patient care.
- ___ Student will collaborate with a COTA and develop a partnership (OT/OTA) while on the Gen Med/Internal Med floors. Students will assign patients to COTA and work respectfully in an OTS/COTA partnership. Students will meet with COTA on weekly basis.

WEEK 6

- ___ Student will individually perform chart/history review, evaluation, intervention, document with 5-7 patients per day with indirect supervision of CEC/fieldwork educator.
- ___ Students will begin to rationalize caseload and divide up caseload as a team without the assistance of the CEC; approximately four hours of direct patient care per day.
- ___ Student will collaborate with a COTA for coverage of the Domitilla Building (Gen/Int Med). Students will assign patients to COTA and work respectfully in an OTS/COTA partnership. Students will meet with COTA on weekly basis to discuss caseload.
- ___ Student will meet with CEC and will complete a midterm self-assessment using the AOTA evaluation. No weekly meeting with CEC as midterm will serve as weekly meeting.
- ___ Student will be able to demonstrate the ability to facilitate department evaluation for the following: CPT, ACL-5, Mayo Functional Cognitive Evaluation, EFPT, CAM, ILS, and upper extremity evaluation, including ROM and manual muscle testing, ADL evaluation, adaptive equipment, home & safety evaluation.
- ___ Student will identify topic for final project.

WEEK 7

- ___ Student will meet weekly with the CEC/fieldwork educator to discuss progress and individual goals.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with 5-7 patients per day with indirect supervision of CEC/fieldwork educator.
 - ___ Students will begin to rationalize caseload and divide up caseload as a team without the assistance of the CEC; approximately five hours of direct patient care per day.
- ___ Student will have observed in at least one area of interest with another discipline, i.e. physical therapy session, speech therapy session, surgical procedure, etc.
- ___ One student in the group will have completed a literature search to find evidence to apply to at least one of his/her patients and will share the literature with his/her peers and fieldwork educator early in the week. There will be a group discussion on the literature later in the week. Each student is responsible to read the information and come prepared for discussion at the group meeting. The responsibility of the literature search will be rotated through the student group on a weekly basis.

WEEK 8

- ___ Student will meet weekly with the CEC/fieldwork educator to discuss progress and individual goals.
- ___ Student will individually perform chart/history review, evaluation, intervention, document with 7-9 patients per day with indirect supervision of CEC/fieldwork educator.
 - ___ Students will begin to rationalize caseload and divide up caseload as a team without the assistance of the CEC; approximately five hours of direct patient care per day.
- ___ Student will receive and are expected to read cardiac information in preparation for transition to cardiac unit.
- ___ Student will provide clinical education coordinator with a rough draft of his/her final project or the group project.
- ___ Student will prepare for transition to cardiac/pulmonary floors next week. Each student will communicate his/her caseload to the OT/OTA who will be assigned to the gen med floor. Each student will prepare individually for transition according to his/her fieldwork goals.

OTS/COTA Partnership

- Weeks 4-8 (possible weeks 9-12 as well) students will be given an opportunity to collaborate with a COTA. OTS will appropriately assign patients to COTA and will demonstrate respectful behavior in the partnership.
- OTS evaluates the patient, documents evaluation and plan of care.
- OTS discussed evaluation results and plan of care with the COTA.
- OTS discusses patient progress with the COTA and advises COTA appropriately.
- OTS doubles with the COTA for treatments as indicated.
- OTS rewrites plan of care goals as indicated.
- OTS writes a supervisory note for COTA and fieldwork educator co-signs.
- The note justifies current plan of care and continued COTA treatment.

WEEK 9 & WEEK 10

- ___ Student will meet weekly with CEC/fieldwork educator to discuss progress & individual goals.
- ___ Student will verbalize understanding of all cardiac/pulmonary precautions pertaining to patient safety during OT evaluations/interventions.
- ___ Student will maintain 7-9 patients per day with indirect supervision of CEC/fieldwork educator.
- ___ Students will begin to rationalize caseload and divide up caseload as a team without the assistance of the CEC; approximately six hours of direct patient care per day.

WEEK 11

- ___ No weekly meeting with the CEC/fieldwork educator unless requested by student.
- ___ Student will maintain 8-10 patients per day with indirect supervision of CEC/fieldwork educator.
- ___ Students will begin to rationalize caseload and divide up caseload as a team without the assistance of the CEC; approximately six/seven hours of direct patient care per day.
- ___ Student will present final project to staff or students
- ___ One student in the group will have completed a literature search to find evidence to apply to at least one of his/her patients and will share the literature with his/her peers and fieldwork educator early in the week. There will be a group discussion on the literature later in the week. Each student is responsible to read the information and come prepared for discussion at the group meeting. The responsibility of the literature search will be rotated through the student group on a weekly basis.
- ___ Student will start planning for closure with his/her patients.

WEEK 12

- ___ No weekly meeting with the CEC/fieldwork educator unless requested by student.
- ___ No weekly literature discussion unless requested by OT student group.
- ___ Student will maintain 8-10 patients per day with indirect supervision of CEC/fieldwork educator.
- ___ Students will begin to rationalize caseload and divide up caseload as a team without the assistance of the CEC; approximately six-seven hours of direct patient care per day.
- ___ Final AOTA Evaluation with CEC.
- ___ Student will complete the AOTA Student Evaluation of Fieldwork Experience.

LAST DAY CHECK-OFF LIST

- Evaluations, daily notes, and discharge summaries in documents browser have been co-signed. It is your responsibility to check your patient list and notify the CEC/fieldwork educator if co-signatures are needed.
- Discharge summaries are all updated as the therapist taking over can make an addendum.
- AOTA Fieldwork Site Evaluation Forms are completed & brought to final evaluation.
- Pager, Name Tags, & Library Cards have been returned!
- Old evaluations or anything you have saved from the H or M Drive (your personal drive) are DELETED.
- Forwarding e-mail & physical address has been given to your CEC/fieldwork educator.

Philadelphia Region Fieldwork Consortium
LEVEL I FIELDWORK STUDENT EVALUATION
University of Wisconsin La Crosse Occupational Therapy Program

Student name: _____ **Dates of fieldwork:** _____

Site name: _____ **Course Number:** _____

Semester: _____ **Year:** _____

Indicate the student's level of performance using the scale below.

- 1=Well Below Standards:** Performance is weak in most required tasks and activities. Work is frequently unacceptable.
- 2=Below Standards:** Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.
- 3=Meets Standards:** Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.
- 4=Exceeds Standards:** Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
- 5=Far Exceeds Standards:** Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

1. Time management Skills Consider ability to be prompt, arrive on time, completes assignments on time. Comments:	1 2 3 4 5
2. Organization Consider ability to plan and set priorities, be dependable, be organized, follow through with responsibilities Comments:	1 2 3 4 5
3. Engagement in the fieldwork experience Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes. Comments:	1 2 3 4 5
4. Self-Directed Learning/Reasoning/Problem Solving Consider ability to take responsibility for learning; demonstrate motivation. Comments: this includes use of down time, enthusiasm, interest Consider ability to use self- reflection, willingness to ask questions, synthesize/interpret info, understand OT process. Include: understanding and processing of information	1 2 3 4 5
5. Use of AOTA's Code of Ethics and Ethics Standards and Standards of Practice in practice setting. (ACOTE B.9.1) Consider interactions with both clients and staff, awareness of confidentiality and ethical decision making practices.	1 2 3 4 5

Communication: 3,9,10,11 Initiative: 4, 7 Cognition: 5,6,8,12 Organization and Time Use: 1,2

<p>6. Written Communication Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills. Comments: must be complete, accurate, and on-time</p>	<p>1 2 3 4 5</p>
<p>7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments: takes action and demonstrates flexibility</p>	<p>1 2 3 4 5</p>
<p>8. Observation skills Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations. Comments:</p>	<p>1 2 3 4 5</p>
<p>9. Participation in the Supervisory Process Consider ability to give, receive and respond to feedback; seek guidance when Necessary, follows proper channels. Comments: asks for, accepts, and integrates feedback</p>	<p>1 2 3 4 5</p>
<p>10. Verbal communication and Interpersonal skills with patients/clients/ staff/caregivers Consider ability to interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence. Comments: content, frequency, volume, tone</p>	<p>1 2 3 4 5</p>
<p>11. Professional and Personal Boundaries Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work w/others cooperatively, considerately, and effectively. Shows responsiveness to social cues. Comments: recognizes boundaries with patients, supervisors, staff, family members</p>	<p>1 2 3 4 5</p>
<p>12. Use of professional terminology Consider ability to respect confidentiality; appropriately apply professional terminology (such as uniform terminology, acronyms, abbreviations, etc) in written and oral communication. Comments: Communicates about patient's treatment, outcomes, plans</p>	<p>1 2 3 4 5</p>
<p>Final score: _____ [] Pass [] Fail Requirements for passing: Student signature _____ • No more than one item below a "2", OR • No more than two items below a "3". Supervisor signature _____</p>	

Level One Fieldwork Site Evaluation Form

Site _____ Semester:

Student's Name _____ Course:

1=Not Agree

3=Agree

5=Strongly Agree

This experience provided an opportunity:

to develop a therapeutic relationship with clients	1	2	3	4	5	NA
to use time management skills	1	2	3	4	5	NA
to practice skills learned in the classroom	1	2	3	4	5	NA
to practice a treatment activity with a population	1	2	3	4	5	NA

This fieldwork experience provided an opportunity to gather information on clients through:

Observation	1	2	3	4	5	NA
Interview	1	2	3	4	5	NA

The objectives of this fieldwork experience were clear:

Through class assignments	1	2	3	4	5	NA
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The supervisor of this experience was:

Shared resources and knowledge	1	2	3	4	5	NA
Provided timely feedback	1	2	3	4	5	NA

Did you enjoy this fieldwork experience? 1 2 3 4 5 NA

Please provide any additional information:

Signature of student _____ Date _____

FW I - Fieldwork Educator's Feedback

Dear Fieldwork Educators:

To help the UWL faculty provide quality education and prepare students for fieldwork, please answer the following questions.

- 1. What are the three most important student abilities/qualities for FW I success?**

- 2. What knowledge to you expect students to bring to the FW I experience?**

- 3. Knowing a bit about of curriculum here at UWL, do you feel that our students are a good "fit" for training at your facility?**

- 4. Other: Please provide any other useful information to help us prepare students for clinical practice.**

Signed: _____ **Facility:** _____

Note: Please return this form with the FW I Student Evaluation. (attached) This information will be shared with OT faculty. Thanks again for your continued support of our program. Fondly,
Polly Berra, MS, OTR/L, CLT

**2020 Summer/Fall
UWL Occupational Therapy Program
Facility Mid Term Site Visit
Completed with the FWE and OTS**

Note: Have a copy of the Mid-term before this meeting
Date: _____

Name of Facility/Type of FW II:

Student:

FWE Educator:

Clinical Experience:

Main Contact Person:

Telephone:

E-mail:

Type of Facility

Physical Disability _____ Pediatrics _____

Psych-Social _____ Geriatrics: _____

Other:

Population:

Diagnostic Groups:

Assignments from FW Educator:

Physical Environment:

Parking _____

TX Areas _____

Décor: _____

Bathrooms _____

Eating Area _____

Noise _____

Activity Area _____

Lighting _____

Accessibility _____

Smell _____

Does this FW Site have the needed equipment/environmental factors for OT Practice?

YES

NO---Comments

	YES	NO---Comments
Physical Layout		
Craft tools		
Play equipment		
Work Supplies		
Bathrooms		
School supplies		
Eating equipment		
Therapy equipment		
Other		

Fieldwork Objectives

y/n Reviewed program general objects (in Fieldwork Manual.

y/n Suggested modifications if any

y/n Site has specific objectives: yes/no

Note: Explain this to FWE if needed.

Mid-term Results: Discuss mid-term results and areas of strength/change needed/more experience.
Score:

Strengths:

Growth/Goal Areas:

Open discussion regarding the following: **(C.1.1)**

Preparedness of OTS:

Pro behaviors:

Outcome Measures:

Occupations:

New markets and Practice:

Cognitive Training:

Other:

Curriculum Themes and Fieldwork Experience—Gather Info on the following and explain our curriculum to FWEs (C.1.1)

Fieldwork site provides the student with the opportunity to experience a facility that is:

y/n Person-centered

y/n Occupation-based— Can students use occupation in interventions as deemed appropriate, How defined at this site?

y/n Promotes participation in meaningful activity. Explain.

y/n Science Foundation:

y/n Evidence Based/Best Practice: examples of....

y/n Culture Competencies:

y/n **UWL Goals and Objectives: (refer to Syllabus, Program Goals)**

Does the student have the opportunity to:

y/n Review a program manual at the beginning of their fieldwork, indicating learning objectives Has manual

y/n Discuss supervisor expectations:

y/n Attend an organized orientation/packets, HIPPA, etc.

y/n Observe other services:

y/n Sees a variety of clients:

y/n Communicate during team meetings/rounds:

y/n Access resources within FW site (e.g., site fieldwork manual, library, other staff).

y/n Observe a variety of intervention approaches (e.g., preparatory methods, purposeful activity, & occupation based)

y/n End the fieldwork with end competencies equivalent to those of an entry level therapist?

The fieldwork educator:

y/n Uses a variety of supervisory approaches with students (e.g., written, supportive, constructive, multiple supervisors, etc.)

y/n Is aware that the academic site should be notified as soon as a student develops difficulty (*reinforce this point if needed for this FW and future*)

y/n Provides _____ per week or _____ per day supervision to meet students' educational needs, in beginning then weans off as needed. Other:

- y/n Ask about current OTS Person Data Base and site-specific objectives for the student.
- y/n Provides the student with the opportunity to look at the person within a system as well as individually
- y/n Encourages the student to understand how psychosocial factors influence client engagement in occupation

The fieldwork site:

- y/n Would consider modifying the more traditional workweek to accommodate part time students or different schedules? If Indicated
- y/n Offers an environment that accommodates student with unique learning needs. If indicated

Talking Points for FWEs: Other Items for discussion. NOT mandatory

1. FWECP Program
2. Distinguished Lecturer—Spring Semester
3. Ask if need for any cont. education, topics?
4. Ask what specific needs they might have or facility to take students
5. What can University do?
6. Get FWE email to add to contact list for various notifications
7. Reinforce adult and peds lab
8. Reinforce leadership thread and the OTS assignment from Encouraging the Heart
9. OT Program Web site
10. Strengths of program
11. Double check if using Site Specific Objectives
12. Emerging markets/Other FW Opportunities:

Talking Points for OTS: Things to bring up: In meeting, or separate phone call or email with student.

1. Supervision good fit?
2. What learning?
3. Pace comfortable?
4. Able to ask questions? yes
5. Active in learning process?
6. Areas to improve.
7. Strengths/weakness?
8. Recommend this site?

Date of Visit or Phone Interview: _____

Name: _____

Interview Conducted by: Polly Berra, Academic Fieldwork Coordinator

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	Adheres to the American Occupational Therapy Association’s Code of Ethics and all federal, state, and facility regulations. Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	Adheres to safety regulations and reports/documents incidents appropriately. Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents. Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
5	Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
6	Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately. Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	
7	Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.
8	Obtains sufficient and necessary information from relevant sources throughout the evaluation process. Examples: record or chart review, client, family, caregivers, service providers
9	Selects relevant screening and assessment tools based on various factors. Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	Determines the client’s occupational profile and occupational performance through interview and other appropriate evaluation methods. Occupational profile: Summary of the client’s occupational history and experiences, patterns

	<p>of daily living, interests, values, and needs.</p> <p>Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.</p>
11	<p>Evaluates and analyzes client factors and contexts that support or hinder occupational performance.</p> <p>Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.</p> <p>Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
12	<p>Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.</p> <p>Examples: follows assessment protocols, adheres to time guidelines</p>
13	<p>Modifies evaluation procedures based on client factors and contexts.</p> <p>Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions</p>
14	<p>Interprets evaluation results to determine the client’s occupational performance strengths and challenges.</p>
15	<p>Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client’s occupational performance.</p>
INTERVENTION	
16	<p>Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.</p>
17	<p>Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.</p> <p>Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals</p>
18	<p>Uses evidence from research and relevant resources to make informed intervention decisions.</p>
19	<p>Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.</p> <p>Includes the consideration of all client centered components including psychosocial factors</p>
20	<p>Implements client-centered and occupation-based intervention plans.</p>

	Includes the consideration of all client centered components including psychosocial factors
21	Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes. Examples: prevention, restoration, maintenance, promotion
22	Modifies task and/or environment to maximize the client's performance. Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.
24	Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
25	Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment. Examples: paraprofessionals, nurses' aides, volunteers
26	Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers. Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	Demonstrates knowledge about the organization. Examples: mission and vision, accreditation status, licensing, specialty certifications
28	Meets productivity standards or volume of work expected of occupational therapy students.
COMMUNICATION AND PROFESSIONAL BEHAVIORS	
29	Communicates clearly and effectively, both verbally and nonverbally. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	Produces clear and accurate documentation. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	Collaborates with fieldwork educator(s) to maximize the learning experience. Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
33	Responds constructively to feedback in a timely manner.
34	Demonstrates consistent and acceptable work behaviors.

	Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	Demonstrates effective time management. Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.
37	Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity

SITE SEFW

Session:

OT 795 Level II Summer - Class of 2014 (full-time, 12 week rotations)

Site Name:

Test - Site - FOR TESTING ONLY

START DATE:

6/9/2014

END DATE:

8/29/2014

DURATION :

12 WEEK

SETTINGS:

ACUTE CARE ADULT PHYS DIS(OP)

Form not submitted yet. Form once submitted will get locked.

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

Instructions to the Student:

Complete the STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your

supervisor and that both parties sign below. Please upload the signed document to **Signed Signature Form under My Placement section on the Exxat**, so your Academic Fieldwork Coordinator can confirm completion. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

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Page 1

Basic Information

Fieldwork Site

Test - Site - FOR TESTING ONLY (/CSPS/Site/SiteOverView/1071)

Address :

615 Washington Ave SE, Minneapolis, Minnesota(MN) - 55414

Placement Dates:

6/9/2014 - 8/29/2014

Order of Placement:

First Second

Living Accommodations: (include type, cost, location, condition)

Public transportation in the area:

Please indicate if you are willing to talk to future students about your experience at this site

Yes | No

slides

First Previous Next Last

Save

Form under My Placement section on the Exxat, so your Academic Fieldwork Coordinator can confirm completion. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

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Page 2

A. ORIENTATION

Indicate your view of the orientation by selecting "Satisfactory" (S) or "Needs Improvement" (I) Or "Not Applicable" (N/A) regarding the three factors of adequacy, organization, and timeliness.

Sr. No	Topic	Adequate	Organize	Timely
1	Site-specific fieldwork objectives	-Sel ▼	-Sel ▼	-Sel ▼
2	Student supervision process	-Sel ▼	-Sel ▼	-Sel ▼
3	Requirements/assignments for students	-Sel ▼	-Sel ▼	-Sel ▼
4	Student schedule (daily/weekly/monthly)	-Sel ▼	-Sel ▼	-Sel ▼
5	Staff introductions	-Sel ▼	-Sel ▼	-Sel ▼
6	Overview of physical facilities	-Sel ▼	-Sel ▼	-Sel ▼
7	Agency/Department mission	-Sel ▼	-Sel ▼	-Sel ▼
8	Overview of organizational structure	-Sel ▼	-Sel ▼	-Sel ▼
9	Services provided by the agency	-Sel ▼	-Sel ▼	-Sel ▼
10	Agency/Department policies and procedures	-Sel ▼	-Sel ▼	-Sel ▼

11	Role of other team members	-Sel	▼	-Sel	▼	-Sel	▼
12	Documentation procedures	-Sel	▼	-Sel	▼	-Sel	▼
13	Safety and emergency procedures	-Sel	▼	-Sel	▼	-Sel	▼
14	Confidentiality/HIPAA	-Sel	▼	-Sel	▼	-Sel	▼
15	OSHA—Standard precautions	-Sel	▼	-Sel	▼	-Sel	▼
16	Community resources for service recipients	-Sel	▼	-Sel	▼	-Sel	▼
17	Department model of practice	-Sel	▼	-Sel	▼	-Sel	▼
18	Role of occupational therapy services	-Sel	▼	-Sel	▼	-Sel	▼
19	Methods for evaluating OT services	-Sel	▼	-Sel	▼	-Sel	▼
20	Other	-Sel	▼	-Sel	▼	-Sel	▼

Comments or suggestions regarding your orientation to this fieldwork placement:

B. CASELOAD

List approximate number of each age category in your caseload.

Sr. No	Age	Number
1	0-3 years old	
2	3-5 years old	

- 3 6-12 years old
- 4 13-21 years old
- 5 22-65 years old
- 6 > 65 years old

List approximate number of each primary condition/problem/diagnosis in your caseload

+ Add New

Condition/Problem	Number	Action
No Records Found		

supervisor and that both parties sign below. Please upload the signed document to **Signed Signature Form under My Placement section on the Exxat**, so your Academic Fieldwork Coordinator can confirm completion. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

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C. OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by selecting the appropriate number with #1 being least valuable and #5 being the most valuable.

Sr. No		Required	How Many	Educational Value
1	Client/patient screening	<input type="checkbox"/>		-Select- <input type="checkbox"/>
2	Written treatment/care plans	<input type="checkbox"/>		-Select- <input type="checkbox"/>
3	Discharge summary	<input type="checkbox"/>		-Select- <input type="checkbox"/>
4	Client/Patient Evaluation	<input type="checkbox"/>		-Select- <input type="checkbox"/>

✘

+ Add New Client/Patient Evaluations

D. THERAPEUTIC INTERVENTIONS

Of the 3 major therapeutic interventions frequently used please indicate whether it was provided in group, individually, co-treatment, or consultation. List other professionals involved. Give examples.

#	Individual	Group	Co-Treatment	Consultation
---	------------	-------	--------------	--------------

#	Individual	Group	Co-Treatment	Consultation
Occupation-based Activity (i.e., playing, shopping, ADL, IADL, work, school activities, etc. Within clients own context with his or her goals)	Give Exan	Give Exan	Give Exan	Give Exan
Purposeful Activity (therapeutic context leading to occupation)	Give Exan	Give Exan	Give Exan	Give Exan
Preparatory Methods (i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity))	Give Exan	Give Exan	Give Exan	Give Exan

First Previous Next Last

Save

supervisor and that both parties sign below. Please upload the signed document to **Signed Signature Form under My Placement section on the Exxat**, so your Academic Fieldwork Coordinator can confirm completion. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

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E. THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

Sr. No	Topic		
1	Model of Human Occupation	-Select-	<input type="checkbox"/>
2	Occupational Adaptation	-Select-	<input type="checkbox"/>
3	Ecology of Human Performance	-Select-	<input type="checkbox"/>
4	Person-Environment-Occupation Model	-Select-	<input type="checkbox"/>
5	Biomechanical Frame of Reference	-Select-	<input type="checkbox"/>
6	Rehabilitation Frame of Reference	-Select-	<input type="checkbox"/>
7	Neurodevelopmental Theory	-Select-	<input type="checkbox"/>
8	Sensory Integration	-Select-	<input type="checkbox"/>
9	Cognitive Behavioral Therapy	-Select-	<input type="checkbox"/>
10	Cognitive Theory	-Select-	<input type="checkbox"/>

Never
Rarely
Occasionally
Frequently

Sr. No	Topic		
11	Cognitive Disability Frame of Reference	-Select-	<input type="checkbox"/>
12	Motor Learning Frame of Reference	-Select-	<input type="checkbox"/>
13	Other (list)	-Select-	<input type="checkbox"/>

EMERGING PRACTICE SETTINGS

Indicate exposure to the following emerging practice settings.

Children and Youth:

- Psychosocial needs of Children
- Childhood Obesity
- Transition to post high school
- Bullying
- Driving for Teens with disabilities

Health and Wellness

- Prevention
- Chronic Disease Management.
- Obesity

Work and Industry

- Aging workforce
- Ergonomics
- New Technologies at work

Mental Health

- Recovery and Peer Support Models
- Depression
- Sensory Approaches to Mental Health
- Wounded Warriors and Veteran's Mental Health

Productive Aging

- Community Mobility
- Older Driver
- Aging in Place
- Design and Accessibility
- Low Vision
- Dementia, Alzheimers
- Caregiver Education/support

Rehabilitation, Disability and Participation

- Technology and Assistive Devices
- Cancer Care/Oncology
- Telehealth
- Hand Transplants/Bionic Limbs
- Veteran and Wounded Warrior Care
- Autism in Adults

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Save

supervisor and that both parties sign below. Please upload the signed document to **Signed Signature Form under My Placement section on the Exxat**, so your Academic Fieldwork Coordinator can confirm completion. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

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F. FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ----- 5 = very valuable)

1-5 NA

Sr. No Topic

- | | | | |
|---|--|----------|-------------------------------------|
| 1 | Case study applying the Practice Framework | -Select- | <input checked="" type="checkbox"/> |
| 2 | Evidence-based practice presentation
Topic: | -Select- | <input checked="" type="checkbox"/> |
| 3 | Current site-specific fieldwork objectives | -Select- | <input checked="" type="checkbox"/> |
| 4 | Program development
Topic: | -Select- | <input checked="" type="checkbox"/> |
| 5 | In-service/presentation
Topic: | -Select- | <input checked="" type="checkbox"/> |

Sr. No	Topic		
6	Research Topic:	-Select-	<input type="checkbox"/>
7	Other (List)	-Select-	<input type="checkbox"/>

G. ASPECTS OF THE ENVIRONMENT

Please rate how frequent the following occurred

*Rarely
Occasionally
Frequently
Constantly*

Sr. No	Topic		
1	Staff and administration demonstrated cultural sensitivity	-Select-	<input type="checkbox"/>
2	The Practice Framework was integrated into practice	-Select-	<input type="checkbox"/>
3	Student work area/supplies/equipment were adequate	-Select-	<input type="checkbox"/>
4	Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides	-Select-	<input type="checkbox"/>
5	Opportunities to network with other professionals	-Select-	<input type="checkbox"/>
6	Opportunities to interact with other OT students	-Select-	<input type="checkbox"/>
7	Staff used a team approach to care	-Select-	<input type="checkbox"/>

Sr. No	Topic		
8	Opportunities to observe role modeling of therapeutic relationships	-Select-	<input type="checkbox"/>
9	Opportunities to expand knowledge of community resources	-Select-	<input type="checkbox"/>
10	Opportunities to participate in research	-Select-	<input type="checkbox"/>

H. ADDITIONAL DETAILS ABOUT SITE

Please specify on the following.

1
Additional educational opportunities (specify):

2
How would you describe the pace of this setting?
-Select-

3
Types of documentation used in this setting?:

4
Ending student caseload expectation:

of clients per week or day

5
Ending student productivity expectation:

% per day (direct care)

6

Were you able to practice leadership principles during this FW experience?

Describe

J. SUPERVISION

1 What was the primary model of supervision used? (check one)

one supervisor : one student

one supervisor : group of students

two supervisors : one student

one supervisor : two students

distant supervision (primarily off-site)

three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

2 How was student feedback and assessment handled?

3 Was it adequate for your learning needs?

Please list fieldwork educators other than primary clinical educators who participated in your learning experience.

+ Add New

supervisor and that both parties sign below. Please upload the signed document to **Signed Signature Form under My Placement section on the Exxat**, so your Academic Fieldwork Coordinator can confirm completion. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

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K. ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, circling the appropriate number. (Note: may attach own course number)

Sr. No	Topic	Adequacy for Placement		Relevance for Placement	
		-Select-	▼	-Select-	▼
1	Anatomy and Kinesiology	-Select-	▼	-Select-	▼
2	Neurodevelopment	-Select-	▼	-Select-	▼
3	Human development	-Select-	▼	-Select-	▼
4	Evaluation	-Select-	▼	-Select-	▼
5	Intervention planning (Design)	-Select-	▼	-Select-	▼
6	Interventions (individual, group, activities, methods)	-Select-	▼	-Select-	▼
7	Theory	-Select-	▼	-Select-	▼
8	Documentation skills	-Select-	▼	-Select-	▼

Sr. No	Topic	Adequacy for Placement		Relevance for Placement	
9	Leadership	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
10	Professional behavior and communication	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
11	Therapeutic use of self	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
12	Level I fieldwork	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
13	Program development	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
14	Human Movement	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
15	Psychosocial Issues	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
16	Wellness	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
17	Evidence Based Practice	-Select-	<input type="checkbox"/>	-Select-	<input type="checkbox"/>
1	What changes would you recommend in your academic program relative to the needs of THIS Level II fieldwork experience?				

First Previous Next Last

Save

supervisor and that both parties sign below. Please upload the signed document to **Signed Signature Form under My Placement section on the Exxat**, so your Academic Fieldwork Coordinator can confirm completion. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

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L. SUMMARY

Please indicate your opinion on the following topics. (1= Strongly Disagree --- 5 = Strongly Agree)

Sr. No Topic

1 Expectations of fieldwork experience were clearly defined -Select-

2 Expectations were challenging but not overwhelming -Select-

3 Experiences supported student's professional development -Select-

4 Experiences matched student's expectations -Select-

5 What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

6 What advice do you have for future students who wish to prepare for this placement?

A

Study the following evaluations:

B

Study the following intervention methods:

C

Read up on the following in advance:

7

Overall, what changes would you recommend in this Level II fieldwork experience?

8

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

First Previous Next Last

Save Submit

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

Student's Signature

FW Educator's Signature

Student's Name *(Please Print)*

FW Educator's Name and credentials *(Please Print)*

FW Educator's years of experience _____