

BPCC OTA Program Level II Fieldwork Site Specific Objectives Checklist for use with: AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student

Site: _____

Date: _____

Contact Person: _____

Email: _____

Phone #: _____

FUNDAMENTALS OF PRACTICE

Ethics (FWPE item #1 Adheres consistently to AOTA Code of Ethics & Ethics Standards (AOTA 2010, draft) & site's policies & procedures; including, when relevant, those related to human subject research) as stated below:

- 1. Demonstrates concern for well-being & safety of recipients of services (**beneficence**)
- 2. Intentionally refrains from actions that cause harm (**nonmaleficence**)
- 3. Respects right of individual to self rule (**autonomy, confidentiality**)
- 4. Provides services in fair & equitable manner (**social justice**)
- 5. Complies with institutional rules, local, state, federal, international laws & AOTA documents applicable to profession of occupational therapy (**procedural justice**)
- 6. Provides comprehensive, accurate, & objective information when representing profession (**veracity**)
- 7. Treats colleagues & other professionals with respect, fairness, discretion, & integrity (**fidelity**)

Other: _____

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

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

Judgment in Safety (FWPE item #3 Uses sound judgment in regards to safety of self & others during all fieldwork-related activities) aeb:

- ___ proper body mechanics for lifting
- ___ effective use of self-disclosure (boundaries)
- ___ ability to limit set
- ___ follows ambulation/functional mobility protocols
 - ___ gait belt
 - ___ contact guard
- ___ proper transfer techniques
- ___ proper wheelchair positioning (e.g., footrests, cushions, trays/poseys, etc.)
- ___ effective group leadership (planning, protocols, time use)
- ___ monitors correct Splinting use by client
 - ___ Static
 - ___ Dynamic
- ___ proper positioning in chair/bed
- ___ checks MD orders
- ___ confirms parent agreement has been obtained for services per IDEA
- ___ Other: _____

BASIC TENETS

Occupational Therapy Philosophy (FWPE item #4 Clearly communicates values & beliefs of occupational therapy, highlighting use of occupation) aeb:

Confidently explains profession’s values & beliefs, using examples appropriate to setting to:
 client families/significant others OT PT SLP Teacher Aides MDs
 Nursing LISCW Psychologist RT CRC AT MT 3rd party payers
 regulatory bodies general public (e.g., via promotional materials/activities such as brochures, flyers/press releases, in-services)
 Other: _____

OT/OTA Roles (FWPE item #5 Communicates role of OT/OTA) as collaborative team according to state laws/practice acts verbally &/or via written material provided to:

client families/significant others OT PT SLP Teacher Aides MDs
 Nursing LISCW Psychologist RT CRC AT MT 3rd party payers
 regulatory bodies general public (e.g., via promotional materials/activities such as brochures, flyers/press releases, in-services)
 Other: _____

Evidence-based practice (FWPE #6 Makes informed practice decisions using published research & relevant informational resources) using evidence from sources such as :

summarized evidence from Critically Appraised Topics/Papers (CATs/CAPs)
 articles from peer reviewed journals (e.g., AJOT, OTJR, etc.,)
 discussion/sharing of material learned via other sources (textbooks, OT Practice, coursework, conference workshops, website searches, conferences, etc.,) in supervision
 materials found using EBP approach (e.g., PICO question: Person, Intervention, Condition, Outcome) to search for relevant evidence
 Other: _____

EVALUATION & SCREENING

Gathers data (FWPE item #7 Under supervision of & in cooperation with OT/OTA, gathers relevant information re: clients' occupations of self care, productivity, leisure, & factors that support/hinder occupational performance) according to state law & to assessed level of competency via:

record review interview observation in context
 describing observed performance as per setting’s policies & procedures/scope of practice
 gathering data using site sanctioned methods within expected time frame of: _____
 completing expected number of screenings:
 per day per week per month
 completing expected number of evaluations:
 per day per week per month
 Other: _____

Theories/Frames of reference such as

<input type="checkbox"/>	PEO	<input type="checkbox"/>	Sensory Integrative
<input type="checkbox"/>	Biomechanical	<input type="checkbox"/>	NDT
<input type="checkbox"/>	Behavioral	<input type="checkbox"/>	Functional Group Model
<input type="checkbox"/>	Acquistional	<input type="checkbox"/>	MOHO
<input type="checkbox"/>	Psychodynamic	<input type="checkbox"/>	Occupational adaptation
<input type="checkbox"/>	Cognitive Behavioral	<input type="checkbox"/>	Ecology of Human Performance
<input type="checkbox"/>	DBT	<input type="checkbox"/>	Rehabilitation
<input type="checkbox"/>	Sensory Processing	<input type="checkbox"/>	Clinical Reasoning
<input type="checkbox"/>	Developmental	<input type="checkbox"/>	Cognitive/Cognitive Disability
<input type="checkbox"/>	Motor Learning	<input type="checkbox"/>	Other(s):
<input type="checkbox"/>	Other(s):	<input type="checkbox"/>	Other(s):

Administers Assessments (FWPE item #8 Establishes service competency in assessment method including but not limited to interviews, observation assessment tools, & chart reviews within context of service delivery setting)

Assessment method:

___ Facility Specific Evaluation addressing:

___ Occupational Performance in Areas of Occupation:

___ ADL ___ IADL ___ Education ___ Work ___ Play/Leisure

___ Social Participation ___ Rest/Sleep

___ Client factors ___ Performance Skills/Patterns ___ Activity Demands

___ Quality of Life ___ Role Competence ___ Adaptation

___ Self Advocacy ___ Health Wellness ___ Occupational Justice issues

Informal methods:

___ Classroom Observations ___ Activity Analysis ___ Informal interview

___ Other(s): _____

Formal methods: (please indicate expectations for entry-level competency on attached list)

Interprets (FWPE item #9 Assists with interpreting assessment results in relation to client's occupational performance & goals in collaboration with occupational therapist) by sharing observations/information to assist occupational therapist re:

___ standardized assessment results ___ observations of client's performance

___ understanding of condition/dx ___ client's stated values, beliefs/motivations

___ inter/intrapersonal (subjective) impressions ___ client identified problems/needs

___ verbal reports of others (team, family/caretakers, etc.,)

___ information re: client contexts (personal, cultural, temporal, virtual, physical, social)

___ Other: _____

Reports (FWPE item #10 Reports results accurately in a clear, concise manner that reflects client's status & goals):

___ completes standardized assessment data collection

___ reports results of interview/observations

___ summarizes material contained in history of client/chart review

___ accurately reports standardized assessment data (raw scores/results) as applicable

___ Other: _____

Establishes Goals (FWPE item #11 Develops client centered & occupation based goals in collaboration with occupational therapist):

___ formulates specific, measurable, realistic, attainable, time-limited goals

___ articulates suggestions for goals based on client problems/priorities, values/interests, needs/strengths, setting scope of practice

___ Other: _____

INTERVENTION

Plans (FWPE item # 12 In collaboration with OT, establishes methods, duration, & frequency of interventions that are client centered & occupation based, Intervention plans reflect context of setting) relative to clients needs demonstrating clinical/pragmatic reasoning based on:

___ client's interests ___ clients beliefs & values

___ current context & resources ___ future context & resources

___ intervention plan goals ___ client status

___ scope of practice ___ regulatory guidelines (Medicaid, Medicare, IDEA, etc.,)

___ length of stay ___ resources (space/supplies/funding/time)

___ Other: _____

Selects (FWPE item #13 Selects & sequences relevant interventions that promote client's ability to engage in occupations) based on:

- clients interests/roles
- current context & resources
- intervention plan goals
- Other: _____
- clients beliefs & values
- future context & resources
- client status/current performance

Implements (FWPE item # 14: Implements occupation-based interventions effectively in collaboration with clients, families, significant others, & service providers)

- maintains open attitude re: clients' occupational performance needs/interests
- seeks & responds to feedback from clients, families, significant others, service providers
- respectfully engages in discussion with client/family/caregivers, occupational therapist, others
- provides written documentation of collaborative plan (e.g., home program)
- communication with others (documentation, at meetings, in letters or documents to other providers) incorporates examples of occupation-based interventions used and clients response.

Activity analysis: (FWPE item #15 Grades activities to motivate/challenge client & facilitate progress) by:

- adapting sequence of activity & objects used
- changing length/frequency/timing of sessions
- increase and/or decrease sensory input
- increase and/or decrease cognitive demand
- increase and/or decrease visual/verbal cues
- increase and/or decrease physical requirements
- increase and/or decrease amount of physical assistance provided
- increase and/or decrease social demand (1:1 vs. group, family vs. peer(s), rules/norms)
- increase and/or decrease amount of emotional/behavioral support provided
- promoting increased safety (awareness, environmental modifications for fall prevention, removing potential sources of self injury, etc.,)
- reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context
- Other: _____

Therapeutic Use of Self: (FWPE item #16: Effectively interacts w/clients to facilitate accomplishment of established goals)

- communicates to address concerns in 1st person manner (e.g., "I statements")
- provides clear and concise instructions
- provides timely and specific feedback
- remains calm when conveying point of view
- compromises as needed to facilitate therapeutic alliance
- demonstrates ongoing awareness of impact of own behavior on others
- displays positive regard for others; genuine in client interaction
- utilizes own strengths and personality to establish rapport & motivate clients
- provides encouraging and empathetic responses to maximize client's participation & occupational performance
- sets limits to allow for positive performance in therapeutic process
- Other: _____

Monitors client status to modify intervention plan as needed in collaboration with occupational therapist based on (FWPE item #17):

- fatigue O2 sat/respiration rate BP/heart rate frustration tolerance
- anxiety acuity concerns re: safety (please specify): _____
- cultural sensitivity cognitive status pain client distress/discomfort
- inability to perform task refusal to engage
- Other: _____

COMMUNICATION

Verbal & Nonverbal (FWPE item #18 Clearly & effectively communicates verbally & nonverbally with clients, families, significant others, colleagues, service providers, & the public)

- uses language appropriate to the level of understanding of person with whom communicating
- utilizes examples to illustrate meaning/intent
- uses active listening strategies (restates/paraphrases) to ensure that both parties have shared understanding of information/plan
- uses multiple modes of communication (verbal, written, nonverbal)
- makes eye contact when appropriate
- attends to physical boundaries/body space
- demonstrates professional presentation/demeanor in facial expression, posture, grooming affect, & attire
- utilizes setting's services for translators or translation of written materials when indicated/available
- Other: _____

Written (FWPE item #19 Produces clear & accurate documentation according to site requirements. All written communication is legible, using proper spelling, punctuation, & grammar)

- completes computerized &/or hand-written documentation per setting protocols/formats
- uses approved institutional terminology/abbreviations
- completes all documentation within expected time periods
- writes in a manner conducive to being read by recipients of services & other disciplines, free of jargon while retaining language consistent with OTPF-Revised
- uses technology when available to check work (grammar, spelling)
- uses strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof if feasible
- Other: _____

PROFESSIONAL BEHAVIORS

Self-Responsibility (FWPE item #20 Takes responsibility for attaining professional competence by seeking out learning opportunities & interactions with supervisor(s) & others)

- shares information about learning style with supervisor
- asks for help incorporating learning style in ways consistent with setting if needed
- comes to supervision with list of questions/concerns & possible options for how to address
- takes initiative to meet with other members of team to understand their role/perspective
- reviews testing materials/manuals on own prior to observing or administering
- seeks out, reviews & shares reading materials/articles on frames of reference/EBP, client conditions, public law/policy
- judges when choosing to attend in-services or other continuing education opportunities based on workload management & caseload focus
- asks for specific feedback
- consistently checks ins to clarify expectations
- utilizes structured methods in setting to support learning (e.g., student manual, readings, in-services, self-assessment, tracking own caseload/workload)
- assertive regarding need to meet for supervision
- openly discusses concerns & identifies possible avenues for changes or improvements
- able to discuss &/or negotiate needs for adjustments to supervisory relationship, expectations, caseload, environment to improve quality of experience
- Other: _____

Feedback (FWPE item #21 Responds constructively to feedback):

- engages in mutual feedback exchange (e.g., listens, clarifies, acknowledges the feedback &/or redirection, provides examples, asks "How can I improve?"; discusses ways make active changes, identifies what would be helpful, discusses options)
- demonstrates commitment to learning by identifying specific goals/actions to improve behavior/performance based on feedback in collaboration with supervisor
- processes feedback & seeks support from supervisor within context of supervisory

relationship & learning opportunity

___ utilizes tools to reflect on own performance or variables affecting performance (e.g., self assessment on FWPE, journaling, Fieldwork Experience Assessment Tool)

Other: _____

Work Behaviors (FWPE item #22 Demonstrates consistent work behaviors including initiative, preparedness, dependability, & work site maintenance)

___ takes initiative to address workload management

___ demonstrates consistent work behaviors in task & interpersonal interactions

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

___ has ideas/plans prepared for meetings/sessions

___ takes responsibility to address areas of personal/professional growth

___ asks for appropriate supports or accommodations in responsible manner consistent with

federal law & site resources (e.g., open in communication, provides appropriate documentation, requests reasonable accommodation if indicated)

Other: _____

Time Management (FWPE item #23 Demonstrates effective time management)

___ maintains own schedule

___ has agenda or materials organized for meetings, sessions

___ arrives on time to work, meetings, client sessions

___ completes documentation/paperwork in timely manner

Other: _____

Interpersonal Skills (FWPE item #24 Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, & empathy)

___ interacts professionally with peers & colleagues

___ addresses concerns in 1st person manner (e.g., "I statements") at appropriate times

___ compromises as needed when negotiating workload

___ puts in necessary amount of effort to support own learning or department mission (e.g., willing to stay late if needed, etc.)

___ collaborates with others to maximize the learning experience

___ respectfully engages in discussion when conflict arises

Other: _____

Cultural Competence (FWPE item #25 Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, & lifestyle choices)

___ demonstrates awareness of own background & sensitivity to worldviews of others (clients, family, colleagues)

___ refrains from imposing one's own beliefs & values on others

___ treats everyone with dignity & respect

___ gathers information about clients' cultural values &/or spiritual beliefs

___ incorporates clients' values & beliefs into therapeutic interactions & interventions when feasible

___ considers clients socioeconomic & community resources & lifestyle when designing

intervention plans & discharge planning

___ demonstrates tolerance for differences in others & willingness to work with all clients

Other expectations not noted above:

Signature