

Site: _____
Contact Person: _____
Email: _____
Phone #: _____

Date: _____

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:

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

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

- | | |
|--|--|
| <input type="checkbox"/> clients interests/roles | <input type="checkbox"/> clients beliefs & values |
| <input type="checkbox"/> current context & resources | <input type="checkbox"/> future context & resources |
| <input type="checkbox"/> intervention plan goals | <input type="checkbox"/> client status/current performance |
| <input type="checkbox"/> Other: _____ | |

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
- ↑↓ sensory input
- ↑↓ cognitive demand
- ↑↓ visual/verbal cues
- ↑↓ physical requirements
- ↑↓ amount of physical assistance provided
- ↑↓ social demand (1:1 vs. group, family vs. peer(s), rules/norms)
- ↑↓ amount of emotional/behavioral support provided
- promoting ↑ safety (awareness, environmental modifications for fall prevention, removing potential sources of self injury, etc.,)
- reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context
- 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