Fieldwork Performance Evaluation for the Occupational Therapy Student			
I. FUNDAMENTALS OF PRACTICE	**Site-Specific Objectives**	**Learning Activities**	**Completion**
1. **Adheres to ethics**: Adheres consistently to the American Occupational Therapy Association Code of Ethics and site's policies and procedures including, when relevant, those related to human subject research.	Adheres to the AOTA Code of Ethics. Adheres to state licensure requirements. Follows organizational policies and procedures of the facility. Follows procedural safeguards in regards to confidentiality.		
2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.	Follow universal precautions for infection control. Follows program procedures for client and staff safety (i.e., caretaker must be present, awareness of personal safety in the environment). Follows program procedures for reporting injuries. Reports potential safety hazards and unusual occurrences to supervisor. Assists with maintenance of equipment in working order. Contributes to cleanliness of work area and maintains a safe environment. Explains fire extinguisher use and fire procedures within the building.		
3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.	Removes possible harmful objects from working environment. Observes proper precautions for each child. Follows procedures for safe transfers. Never leaves a child unattended. Identifies changes in client status and the environment, which may impact client and staff safety. Seeks assistance when activity or child's behavior is beyond the own level of experience, knowledge, or student's control.		

II. BASIC TENETS	Site-Specific Objectives	Learning Activities	Completion
4. Clearly and confidently a**rticulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.	Articulates the values and beliefs of the occupational therapy profession as it relates in the ECI setting to clients, families, etc.		
5. Clearly, confidently and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.	Articulates the value of occupational performance in the child's naturalistic environment. Articulates best OT practice in the ECI environment.		
6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.	Articulates the role of the OT and OTA in the ECI setting to supervisor, families, etc.		
7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.	Contributes to the development and updates of the IFSP with families and team members. Teams with other professionals to discuss needs and progress of the client or program. Shares information and community resources with the family and team members. Recommends OT assessments contributing overall to the teams' evaluation process.		

III. EVALUATION AND SCREENING	Site-Specific Objectives	Learning Activities	Completion
8. **Articulates a clear and logical rationale** for the evaluation process.	Explains the evaluation process within the ECI program. Explains the focus and purpose of evaluation process. Articulates relevance of evaluation information within the context of the child's natural environment.		
9. **Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.	Demonstrates knowledge of the various assessments available for use. Determines which assessments are appropriate for a specific child or situation. Discusses rationale for evaluation selection with supervisor.		
10. **Determines client's occupational profile** and performance through appropriate assessment methods.	Identifies areas of concern in relation the child's and family's occupational history, patterns of daily living, interests, values, and needs. Describes the expectations of the child in the natural environment.		
11. **Assesses client factors and context(s)** that support or hinder occupational performance.	Identifies the strengths and concerns of the child or family and the affect on performance.		
12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, and service providers, and records prior to and during the evaluation process.	Observes the child in his or her natural environment. Gathers pertinent information from the child's folder, parents, other staff, and community resources, including previous service received. Obtains relevant information from various team members. Identifies contraindications and precautions. Obtains information on the child's diagnosis or medical condition. Explains the importance or relevance of the information gathered. Identifies the need for additional or supplementary information.		
13. **Administers assessments** in a uniform manner so as to ensure findings are valid and reliable.	Follows the procedures for administering the evaluation accurately. Gathers and prepares materials and equipment required by the assessment.		

13. (Continued)	Makes accurate, objective observations, during the evaluation process. Accurately records evaluation information.		
14. **Adjusts/modifies the assessment procedures** based on client's needs, behaviors and culture.	Changes approach and method of data-gathering according to child's (parents') needs. Modifies approach in response to child's behavior, fatigue, and emotional factors. Modifies the environment to obtain best response from the child as needed. Adjusts child's positioning or seating as necessary. Distinguishes between actual fatigue, uncooperative behavior, and manipulation, and modifies approach as indicated.		
15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.	Convert raw scores into meaningful information where applicable. Relates assessment findings to functional performance. Identify strengths and concerns based on evaluation data.		
16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.	Based on evaluation results, identifies appropriate outcomes, criteria, and strategies that affect child and family needs. Collaborates with team members to incorporate outcome and strategies into the child's IFSP. Identifies ways to incorporate the IFSP strategies into family routines. Includes time, frequency, duration, and location of OT services and recommendations.		

17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.	Completes appropriate protocols required by the programs (i.e., standardized developmental profile, specific OT or PT protocol as indicated). Contributes to the part of the IFSP summary that includes developmental or clinical information. Collaborates with team to identify strengths and concerns. Collaborates with team to develop outcomes, criteria, and strategies, including service frequency, duration, and intensity. Documents time, frequency, duration, and location of OT services and recommendations in the IFSP. Documents results using appropriate, family-friendly language.		

IV. INTERVENTION	Site-Specific Objectives	Learning Activities	Completion
18. **Articulates a clear and logical rationale** for the intervention process.	Discusses basis for intervention decisions with supervisor. Identifies correlation between areas of concern and strategies selected for intervention. Identifies which treatment strategies may facilitate or enhance the child's plan. Articulates how activities selected relate to the occupational performance of the child in context of family needs/routines.		
19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.	Researches evidence-based interventions that could be used in the early intervention environment. Articulates how to apply evidence from published research and therapist's expertise to specific children receiving services.		
20. **Chooses occupations** that motivate and challenge clients.	Considers child's preferences that will motivate and challenge him or her. Considers a variety of activities and goals identified by other team members to reinforce and incorporate during intervention. Considers home environment and family needs and routines when suggesting activities. Identifies a variety of treatment activities to accomplish a goal.		
21. **Selects relevant occupations** to facilitate clients meeting established goals.	Identifies activities, that will help the child and family accomplish their outcomes. Identifies and uses activities designed to improve child's performance in the home environment. Explains how the activity selected will facilitate the child's functional performance.		

22. **Implements intervention plans that are client-centered**.	Identifies options to assist family with service coordination needs identified in the child's IFSP. Uses appropriate frame of reference in the development of the treatment plan and in discussion with supervisor. Demonstrates sequential plan of treatment activities, taking into consideration the functional and emotional needs of the child and family, within the allotted time. Prepares several alternative activities in case the child rejects the planned activity. Demonstrates flexibility to change from one activity to another when the child's environment, behavior, or emotional response changes. Adapts activities to meet physical, cognitive, and/or behavioral limitations.		
23. **Implements intervention plans that are occupation-based**.	Implements a plan of treatment that facilitates the child's functional performance in his natural environment. Implements a plan of treatment that considers family needs and routines for maximized learning opportunities. Utilizes materials available in the home environment to maximize learning opportunities throughout family routines.		
24. **Modifies task approach, occupations, and the environment** to maximize client performance.	Makes recommendations to supervisor regarding treatment approach in response to changes in child's condition. Changes treatment approach based on improvement or regression in child's condition. Effectively intervenes with child's inappropriate behavior. Praises student for appropriate behavior, thus optimizing student's performance. Changes treatment approach with consideration to the environment and outcomes being addressed.		

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.	In the role of service coordinator, updates, and modifies options, as needs change, to assist the family with service coordination needs identified in the child's IFSP. Updates plan and participates in required review process. Gathers data in preparation for annual review. Consults with the team members and family regarding child's progress, parent concerns, and potential for change in services. Recommends changes in strategies to supervisor based on improvement or regression in child's condition or behavior. Recognizes a plateau in therapy and recommends to the IFSP committee and suggests changes in the child's intervention plan. Prepare the child, family, and team members regarding discontinuation of services.		
26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.	Completes therapy notes on child following each treatment session. Reports child's progress to supervisor on an ongoing basis.		

V. MANAGEMENT of OT SERVICES	Site-Specific Objectives	Learning Activities	Completion
27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.	Discusses with supervisor and articulates the role of the occupational therapy assistant in the area of early intervention.		
28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.	Teams with the occupational therapy assistant for treatment, special projects, or adaptive equipment. Discusses with supervisor various situations that might occur in the early intervention setting appropriate for occupational therapy assistants' services.		
29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.	Understands the funding for occupational therapy services in early intervention (i.e., Medicaid, Federal, State, Local allotments). Accurately completes progress notes with correct billing codes for program reimbursement.		
30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.	Demonstrates appropriate prioritizing of job responsibilities in this practice area, accommodating for varying caseloads and changes in schedule. Follows ECI program priorities.		
31. **Produces the volume of work** required in the expected time frame.	Delivers services expected by the program at a level commensurate with an entry-level therapist.		

VI. COMMUNICATION	Site-Specific Objectives	Learning Activities	Completion
32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.	In the role of service coordinator, communicates options as needs change to assist the family with service coordination needs identified in the child's IFSP. Demonstrates active listening skills during interactions. Communicates with other disciplines regarding outcomes and strategies to be reinforced. Refers questions beyond the scope of OT to the appropriate source. Communicates with other team members frequently regarding the child's progress. Communicates effectively with parents or caregivers. Communicates effectively with program and community personnel. Communicates effectively on a technical level with other OTs and medical professionals.		
33. **Produces clear and accurate documentation** according to site requirements.	Completes accurate written documentation required by the program (progress notes, tracking systems, caseload updates, etc.). Completes accurate documentation for program reimbursement.		
34. **All written communication is legible**, using proper spelling, punctuation, and grammar.	Produces legible handwritten and or computer-generated documents using proper spelling, punctuation, and grammar.		
35. **Uses language appropriate to the recipient** of the information including, but not limited to, funding agencies and regulatory agencies.	Uses language appropriate to the family or caregiver. Uses language appropriate to program personnel. Uses language appropriate to other occupational therapists. Uses language appropriate to medical personnel. Uses language appropriate to outside agencies and community programs.		

VII. PROFESSIONAL BEHAVIORS	Site-Specific Objectives	Learning Activities	Completion
36. **Collaborates with supervisor(s)** to maximize the learning experience.	Comes prepared and participates in supervisory meetings. Informs supervisor of any changes in schedule. Informs supervisor of any changes or concerns in student performance. Volunteers to assist other school personnel when time permits or help is requested. Provides a journal of OT services to enhance learning opportunities during fieldwork, which may include caseload, accomplishments, and areas of personal growth. Collaborates with supervisor when ready to assume more responsibility, requiring less supervision.		
37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.	Utilizes free time to read current journals, review videotapes, etc. Request information on areas other than those scheduled, to gain overall knowledge of the program. Takes initiative to independently arrange or seek out field trips and peer consultations. Seeks out answers to questions and takes initiative in acquiring knowledge. Seeks supervisor feedback on performance.		
38. **Responds constructively to feedback.**	Incorporates suggested changes in treatment or approach immediately, as directed by supervisor. Generalizes supervisor's suggestions to other situations. Responds to constructive feedback with openness and willingness to hear feedback.		

39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability and work site maintenance.	Is prepared for home visits. Completes work as assigned. Follows regular schedule, maintaining punctuality. Meets commitments in a timely manner. Maintains work environment and returns item(s) to proper storage areas.		
40. **Demonstrates effective time management**	In the role of service coordinator, coordinates reviews according to program requirements. Completes written documentation within timelines specified by the supervisor or program (progress notes, tracking systems, caseload updates, etc.). Develops and efficient schedule for assigned workload. Utilizes free time constructively. Establishes priorities in workload. Requests additional responsibilities as free time becomes available. Arrives on time for meetings, treatment sessions, etc.		
41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.	Demonstrates positive interaction with all program personnel, including genuine praise. Demonstrates respect for parents and caregivers in their home environment by scheduling visits at times convenient and meaningful to family routines. Establishes rapport and maintains an atmosphere conducive to positive interactions. Demonstrates positive working relationships with all clients and families. Demonstrates flexibility with interactions and situations, without compromising the ECI program.		

42. **Demonstrates respect for diversity** factors of others including but not limited to sociocultural, socioeconomic, spiritual, and lifestyle choices.	Demonstrates respect for children and families without prejudging or making assumptions about the family environment, culture, religion, etc. Demonstrates respect for program personnel without prejudging or making assumptions.		