

NEOTEC

NEW ENGLAND OT EDUCATION COUNCIL

OTA Fieldwork Site Profile

NEOTEC, 2023 (Revised 2024)

Adapted from AOTA Commission on Education & Education Special Interest Section Fieldwork Subsection:

Fieldwork Data Form (AOTA, 2008)

Thank you for your participation in the fieldwork education process. The Fieldwork Site Profile form helps maximize efficiency by using a standard format that can be shared among the NEOTEC academic programs.

The purpose of the Fieldwork Site Profile is to:

- Facilitate communication between fieldwork sites, academic programs, and students.
- Ensure students have access to information to help prepare for fieldwork placements.
- Ensure that the occupational therapy student coming to your program has a clear understanding of the expectations and learning objectives of OT practice in your program.
- Create a tool to help our OT/OTA program document the criteria and process for complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.
- Meet accreditation standards for Accreditation Council for Occupational Therapy (ACOTE).

**** Signature below indicates collaboration with the academic program in establishing these fieldwork objectives.***

Please sign here: _____

Information Sharing Authorization – OT educational programs regionally share this information with each other to reduce the burden of asking fieldwork sites to provide the same data to multiple OT educational programs. If you do not wish to have the above information shared amongst other OT educational programs, please indicate your preference by checking the box below.

I do not agree to authorize sharing of the above information with other OT educational programs.

Part 1 - Site Demographics

Date: State: Multiple Locations, please attach list.
Name of Facility: City: Zip code:
Address: City: Zip code:

Title of Parent Corporation (if different from facility name):

Address (if different from facility):

Street: City: State: Zip:

LEVEL ONE FIELDWORK COORDINATOR

Contact Person:
Phone:
Credentials:
E-mail:

Director

Contact name:
Phone:
Credentials:
E-mail:
Website:

LEVEL TWO FIELDWORK COORDINATOR

Contact Person:
Phone:
Credentials:
E-mail:

Placement Sequence Preferences

No Preference
2nd Placement
Only Full time
Part Time
OTR only
OTA only

OT FIELDWORK PRACTICE SETTINGS

In-Patient Acute
In-Patient Rehab
SNF/Sub-Acute/Acute Long-Term Care
General Rehab Outpatient
Outpatient Hands
Pediatric Hospital/Unit
Pediatric Hospital Outpatient
In-Patient Psych

Peds Community
Behavioral Health Community
Older Adult Community Living
Older Adult Day Program
Outpatient/hand private practice
Adult Day Program for ID/DD
Home Health
Peds Outpatient Clinic

Early Intervention
School
Community Based
Emerging Practice (please describe):

Other (please describe):

Faculty Size - # of beds:
Population Age Range:

SITE REQUIREMENTS FOR STUDENTS (check all that apply):

** Requirements listed are subject to change. Check with AFWC before contacting site to verify requirements.*

Primary Contact for Onboarding:

Vaccines/Medical Requirements:

| | | | | | |
|------|-------------------|------------|-------------------|----------|---------------|
| HepB | Varicella vaccine | TB/Mantoux | Chest X-ray | Tetanus | Physical Exam |
| MMR | Varicella titer | 2 step PPD | Influenza vaccine | COVID-19 | Other: |

Type of Background Check (within months):

| | | |
|-------------------------------|-------------------------------|-------------------|
| Medicare/Medicaid Fraud Check | Child Protection/Abuse Check | Drug Screening |
| Prof. Liability Ins. | Sexual Offense Record Inquiry | Number of Panels: |
| Fingerprinting | CORI | |
| | OIG Exclusion Search | |

Certifications:

| | | |
|----------------------------|----------------|--------------------------|
| First Aid | BLS | OSHA Bloodborne Pathogen |
| Infection Control Training | AED | CPR (Specify type): |
| Health Provider | HIPAA Training | |

Other:

Site established student orientation program/procedure (please describe in comments below):
 Own transportation
 Additional Comments:

STUDENTS WILL PARTICIPATE IN (check all that apply):

| <u>Direct service</u> | <u>Indirect Services</u> | <u>Other Approaches</u> |
|----------------------------|-------------------------------------|-------------------------|
| One-to-one | In-service training | Presenting |
| Concurrent | Attending | |
| Co-treat | Consultation | |
| Small groups (s) | Meetings (team, department, family) | |
| Large group (s) | Billing | |
| Telehealth | Documentation | |
| Client/Caregiver education | | |
| Discharge planning | | |
| Evaluation/Screening | | |

ADMINISTRATIVE

| <u>Parking</u> | <u>Work Schedule</u> | <u>Dress Code</u> |
|--|---------------------------|-------------------|
| Free | Hours Required: | Please describe: |
| Paid | Weekends Required: | |
| Shuttle from offsite | Evenings Required: | |
| Public Transit access (yes /no) | Flex/Alternate Schedules: | |
| Student must have own vehicle (yes /no) | Part-time: | |

STUDENT ASSIGNMENTS AND ACTIVITIES

Research Literature review
Attending in-services/grand rounds
Case study
Provide in-services
Program development
Fieldwork project
Off-site learning experiences
Observation of other units/disciplines
Other assignments (please list):

SUPERVISION PROCESS

| | | |
|--|------------------|---------------|
| Frequency of formal supervision meetings: | Daily | /Weekly |
| Frequency of information supervision meetings: | Daily | /Weekly |
| Supervision Model (therapist:student): | 1:1 2:1/group | 1:2 other: |
| Is student learning style considered? | yes | / no |
| Are supervision meetings documented? | yes | / no |

STUDENT REFLECTION METHODS

Journaling
Processing verbally
Student self-assessment & self-appraisal Written Activity
Analysis
Reflective questions
Written submission of intervention plans
Rational role-playing & simulation
Video feedback

Other:

FIELDWORK EDUCATOR PREPARATION TOOLS

Facility's student manual
Facility training in supervision
AOTA Certificate in Fieldwork Education Workshop
Mentorship opportunities (e.g., in 1:1 or Group Format)
Other:
Use of online resources such as:

- AOTA <https://www.aota.org/education/fieldwork>
- NEOTEC: www.neotecouncil.org
- State Associations
- Individual Academic Programs

Part 2 - Site Specific Objectives

Introduction

Thank you for supporting occupational therapy education. The purpose of this form is to ensure that the occupational therapy assistant student coming to your program has a clear understanding of the expectations and learning objectives of OT practice in your fieldwork location. This form is a tool to help our program document the criteria and process for complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.

Instructions: Please check any boxes below that apply to occupational therapy assistant fieldwork in your practice. Once completed, our OTA program will retain this document for future student fieldwork placements with your organization.

FUNDAMENTALS OF PRACTICE

FWPE #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)

The OTA student will:

Demonstrate concern for well-being & safety of recipients of services (beneficence)
Intentionally refrain from actions that cause harm (nonmaleficence)
Respect the right of individuals to self-rule (autonomy)
Provide services in fair & equitable manner (justice)
Comply with institutional rules, local, state, federal, international laws & AOTA documents applicable to the profession of occupational therapy (justice)

Provide comprehensive, accurate, & objective information when representing profession and foster an understanding of such information (veracity)
Treat colleagues & other professionals with respect, fairness, discretion, & integrity (fidelity)
Adhere to and follow HIPAA and FERPA guidelines
All communication via social media is congruent with Code of Ethics principle #3 (autonomy)
Other:

FWPE #2: Adheres to safety regulations and reports/documents incidents appropriately. (Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures)

The OTA student will demonstrate competency of:

Record review
OSHA/BBP
Medication side effects
I.V./lines
Post-surgical precautions
ER codes/protocols
Infection control
Restraint reduction
Fall prevention
HIPAA/FERPA
Swallowing
w/c locks/bedrails/call button
Food allergies
Vital signs (BP, HR, O2)

Ambulation status
Trach/Ventilator monitoring
Behavioral system/privilege level
Fire/Evacuation/Lockdown (e.g., locked area/unit, on grounds)
CPR certification
1:1 for personal safety/suicide precautions
Communication re: change in status
Sharps count
Environment set up (no clutter, spills, unsafe items, etc.,)
Appropriate utilization of facility incident report protocol, if applicable
Other:

FWPE #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)

The OTA student will demonstrate:

- | | |
|---|---|
| Ability to review routine MD orders | Effective group leadership (planning, protocols, time management) |
| Proper body mechanics for lifting & transfers | Confirmation that parent agreement has been obtained for services per IDEA |
| Adherence to ambulation/functional mobility protocols | Ability to stay alert to client's needs |
| Utilization of gait belt and appropriate level of assistance with transfers | Ability to recognize potential hazards, identify solutions, & address resolutions |
| Proper transfer techniques | Intervention planning with acute awareness of safety protocols |
| Ability to monitor correct splinting use by client | Intervention planning with thorough consideration of client-specific precautions |
| Proper wheelchair positioning (e.g., footrests, cushions, trays) | Self-awareness skills, including asking for assistance when needed |
| Use of all equipment properly | Other: |
| Effective use of self-disclosure (boundaries) | |
| Ability to limit set | |

BASIC TENENTS

FWPE #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, colleges, service providers, administrations, the public)

The OTA student will:

Clearly and correctly define the distinct perspective of occupational therapy, identifying the values and beliefs relevant to all stakeholders
Confidently explain the profession's values & beliefs, and distinct perspective using examples and language appropriate to the setting to the following:

- | | |
|-----------------------------|--|
| client | RT |
| families/significant others | CRC |
| OT | 3rd party payers |
| PT | regulatory bodies |
| SLP | general public (e.g., via promotional materials/activities such as brochures, flyers/press releases, in-services) |
| Teacher | Integrate occupational therapy values, beliefs, and distinct perspective into intervention development and execution |
| Aides | Demonstrate an awareness and understanding of the Occupational Therapy Practice Framework: Domain and Process |
| MD | Other: |
| Nursing | |
| SW | |
| Psychologist | |

FWPE #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)

The OTA student will:

Explain the value, purpose, and rationale for occupational therapy services to:

clients, families, caregivers,
colleagues, service providers,
administration, the public

Articulate the desired outcome of identified intervention to all stakeholders using appropriate language and terminology

Educate others about occupational therapy
Advocate for occupational therapy services for potential clients
Design and facilitate occupation-based interventions
Other:

FWPE #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)

The OTA student clearly, confidently and accurately:

Identify self as an OTA student
Verbally articulate &/or communicate via written material the OT/OTA roles as a collaborative team according to State Laws/Practice Acts to the following:

client, families/significant others, OT,
PT, SLP, Teacher, Aides, MD
Nursing SW 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)
Demonstrate an awareness of guidelines and regulations of OT/OTA supervision
Other:

SCREENING AND EVALUATION:

FWPE #7: 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)

The OTA student will:

Complete the occupational profile
Separate relevant from irrelevant client information
Identify client's interests, beliefs, & values, including spirituality
Consistently collect daily or weekly data of clients

Gather necessary data from all appropriate sources
Report gathered data accurately, timely, and in an organized manner to fieldwork educator
Other:

FWPE #8: Establishes service 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)

The OTA student will:

Follow facility and State Practice Acts regarding the process of the OTA completing standardized and non-standardized assessments
Complete accurate and thorough client record or chart reviews
Correctly administer standardized and non-standardized

assessments as per protocol to ensure valid, reliable, and timely findings
Accurately communicate to fieldwork educator client observations during standardized and non-standardized assessments
Other:

FWPE #9: Administers delegated assessments using appropriate procedures and protocols. (Examples: standardized and non-standardized assessments, interviews, and observations)

The OTA student will:

Become familiar with assessments utilized at this facility
Correctly administer standardized and

non-standardized assessments as per protocol to ensure valid, reliable, accurate, and timely findings
Other:

FWPE #10: Assists with interpreting information in relation to the client's needs, factors, and performance. (*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 including psychological functions; and body structures). (Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments)

The OTA student will accurately and articulately share with fieldwork educator:

Standardized assessment results
Non-standardized assessment results
Observations of client's performance
Client's stated values, beliefs/motivations
Inter/intrapersonal (subjective) impressions
Client identified problems/needs

Verbal reports of others (team, family/caregivers, etc.,)
Information re: client contexts (personal, cultural, temporal, virtual, physical, social)
Understanding of condition/dx
Other:

FWPE #11: Reports results clearly, accurately, and concisely, reflecting the client's occupational performance. (Examples: standardized and non-standardized assessments, interviews, and observations)

The OTA student will:

Complete standardized (and non-standardized) assessment data collection
Accurately report standardized (and nonstandardized) assessment data (raw scores/ results) as applicable

Report results of interview/observations
Summarize material contained in history of client/chart review
Other:

INTERVENTION:

FWPE #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 reference, practice models, and evidence)

The OTA student will:

| | |
|---|---|
| Utilize all relevant resources including: client interests, client beliefs & values, client 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), | Frames of Reference, Practice Models EBP Discuss with fieldwork educator the scope, sequence, and outcome of the intervention and modify as appropriate Other: |
|---|---|

FWPE #13: 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)

The OTA student will:

| | |
|---|--|
| Utilize evidence from Critically Appraised Topics/Papers (CATs/CAPs) when designing interventions Identify articles from peer-reviewed journals (e.g., AJOT, OTJR, etc.) to support interventions Seek out and utilize materials found using EBP approach (e.g., PICO/PICOT question: Person, Intervention, Comparison, Outcome, Timeframe) to search for | relevant evidence Incorporate material previously learned via other sources (textbooks, OT coursework, conference workshops, website searches, conferences, etc.) during supervision sessions Other: |
|---|--|

FWPE #14: Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals. Includes the consideration of all client centered components including psychosocial factors.

The OTA student will:

| | |
|---|---|
| Consistently incorporate the clients occupational needs and occupational interests in treatment planning Utilize information gathered through the evaluation process including the Occupational Profile, chart review, re-evaluations, as well as through daily/weekly client observations Utilize information gathered through research to guide treatment selection | Respectfully engage in discussion with client/family/caregivers, occupational therapists, and others Demonstrate the ability to modify intervention plans based on client's changing needs and interests Other: |
|---|---|

FWPE #15: Implements client-centered and occupation-based intervention plans. Includes the consideration of all client centered components including psychosocial factors.

The OTA student will:

| | |
|---|--|
| Utilize information gathered through the evaluation process including the Occupational Profile, chart review, re-evaluations, as well as through daily/weekly client observations Respectfully engage in discussion with | client/family/caregivers, occupational therapist, and relevant stakeholders Demonstrate the ability to modify intervention plans based on client's changing needs and interests Other: |
|---|--|

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

The OTA student will:

| | |
|--|--|
| Adapt sequence of activity & objects used | Increase/decrease social demand (1:1 vs. group, family vs. peer(s), rules/norms) |
| Alter length/frequency/timing of sessions | Increase/decrease amount of emotional/behavioral support provided |
| Increase/decrease sensory input | Promote safety (awareness, environmental modifications for fall prevention, removing potential sources of self-injury, etc.) |
| Increase/decrease cognitive demand | Other: |
| Increase/decrease visual/verbal/tactile cues | |
| Increase/decrease physical requirements | |
| Increase/decrease amount of physical assistance provided or presence of adaptive equipment | |

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

The OTA student will:

| | | | | |
|---|--------------------------|----------------|----------------------------|-----------------------------|
| Advocate for the client proposing revision or discontinuation of intervention based on the client's status including the following factors: | cognitive status, | pain, | | |
| fatigue, | O2 sat/respiration rate, | BP/heart rate, | client distress/discomfort | inability to perform task |
| rate, | frustration tolerance, | anxiety | engage | refusal to |
| acuity, | cultural sensitivity | Other: | specify: | concerns re: safety (please |

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

The OTA student will:

| | |
|---|--|
| Complete computerized &/or hand-written documentation per setting protocols/formats | Demonstrate the ability to justify OT services by appropriately and accurately communicating measurable client progress |
| Use approved institutional terminology/abbreviations | Use technology when available to check work (grammar, spelling) |
| Complete all documentation within expected time periods | Use strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof if feasible |
| Write in a manner conducive to being read by recipients of services & other disciplines, free of jargon while retaining language consistent with current OTRP | Other: |

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

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

The OTA student will:

| | |
|---|---|
| Demonstrate an understanding of the varied roles of OT personnel and facility personnel | Understand what tasks are appropriate to delegate to others |
| Demonstrate the ability work collaboratively with others | Other: |

FWPE #20: 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 supplies for OT services, and options for client procurement of adaptive equipment)

The OTA student will:

Become familiar with facility specific billing practices as well as federal, state, third party, and private payer regulations
Utilize appropriate and ethical billing for OT services in compliance with federal, state, third party, and private payer regulations

Identify the process of inventory management and ordering supplies for OT services
Provide education and options to clients in regard to procurement of adaptive equipment in relationship to payer rules and regulations
Other:

FWPE #21: Demonstrates knowledge about the organization. (Examples: mission and vision, accreditation status, licensing, specialty certifications)

The OTA student will:

Articulate the mission and vision of the facility/organization
Identify the accreditation status, licensing bodies of the facility/organization

Discuss with fieldwork educator opportunities for specialty certifications available to support professional growth for licensed professionals at the facility
Other:

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

The OTA student will:

Meet the productivity standard at this site
Meet the productivity standard at 4 weeks
Meet the productivity standard at 8 weeks

Identify specific productivity requirements at 4 weeks at 8 weeks
Other:

COMMUNICATION AND PROFESSIONAL BEHAVIORS

FWPE #23: Communicates clearly and effectively, both verbally and non-verbally. (Examples: clients, families, caregivers, colleagues, service providers, administration, the public)

The OTA student will:

Use language appropriate to the level of understanding of person with whom communicating
Utilize examples to illustrate meaning/intent
Use active listening strategies (restating/paraphrasing) to ensure that both parties have shared understanding of information/plan
Use multiple modes of communication (verbal, written, nonverbal)
Make eye contact when appropriate

Attend to physical boundaries/body space
Demonstrate professional presentation/demeanor in facial expression, posture, grooming, affect, & attire
Utilize setting's services for translators or translation or written materials when indicated/available
Demonstrate the ability to modify methods of communication to respect a person's cultural beliefs/values
Other:

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

The OTA student will:

- | | |
|--|--|
| Complete computerized &/or hand-written documentation per setting protocols/formats | appropriately and accurately communicating measurable client progress |
| Use approved institutional terminology/abbreviations | Use technology when available to check work (grammar, spelling) |
| Complete all documentation within expected time periods | Use strategies such as proof reading, reading aloud, checking against template, asking colleague/peer to proof if feasible |
| Write in a manner conducive to being read by recipients of services & other disciplines, free of jargon while retaining consistent with current OTPF | Other: |
| Demonstrate the ability to justify OT services by | |
-

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

The OTA student will:

- | | |
|---|---|
| Take initiative in identifying strengths, challenges and share plans to address needs with fieldwork educator | Utilize available time to shadow or co-treat with other disciplines |
| Communicate treatment ideas with fieldwork educator | Propose projects to augment the fieldwork experience |
| Demonstrate intellectual curiosity | Other: |
| Identify and share resources with fieldwork educator, and other team members | |
-

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

The OTA student will:

- | | |
|---|---|
| Take responsibility for professional growth by communicating needs, concerns, and insight regarding performance and professional skills | Avail oneself to opportunities that exist within the facility and the profession |
| Seek out opportunities within the facility | Pursue professional development opportunities complementary to the specific fieldwork setting |
| | Other: |
-

FWPE #27: Responds constructively to feedback in a timely manner.

The OTA student will:

- | | |
|---|--|
| Engage in mutual feedback exchange (e.g., listens, clarifies, acknowledges the feedback */or redirection, provides examples, asks "How can I improve?", discusses ways to make active changes, identifies what would be helpful, discusses options) | Process feedback & seek support from fieldwork educator within context of fieldwork educatory relationship & learning opportunity |
| Demonstrate commitment to learning by identifying specific goals/actions to improve behavior/ performance based on feedback in collaboration with fieldwork educator | Utilize tools to reflect on own performance or variables affecting performance (e.g., self-assessment on FWPE, journaling, Fieldwork Experience Assessment Tool) |
| | Other: |

FWPE #28: Demonstrates consistent and acceptable work behaviors. (Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance)

The OTA student will:

Take initiative to address workload management
Demonstrate consistent work behaviors in task & interpersonal interactions
Attend to site cleanliness, safety, & maintenance of supplies as appropriate to role
Share ideas/plans with fieldwork educator & others
Demonstrate the ability to adapt to unanticipated changes (e.g., scheduling conflicts)
Be prepared for meetings/sessions

Take responsibility to address areas of personal/professional growth
Ask for appropriate supports or accommodations in responsible manner consistent with federal law & site resources (e.g., open in communication, provides appropriate documentation, requests reasonable accommodations(s) if indicated)
Other:

FWPE #29: Demonstrates effective time management. (Examples: plans ahead, adheres to schedules, completes work in expected timeframe)

The OTA student will:

Maintain own schedule
Develop an agenda and materials to facilitate organized meetings and sessions

Arrive on time to work, meetings, & client sessions
Complete documentation/paperwork in timely manner
Other:

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

The OTA student will:

Interact professionally with peers & colleagues
Communicate to address concerns using first person language (e.g., "I statement")
Provide timely and specific feedback
Acknowledge and respond to client needs in a timely manner to foster trust
Remain calm and respectful when conveying point of view
Compromise as needed to facilitate therapeutic alliance

Demonstrate ongoing awareness of impact of own behavior on others
Display positive regard for others, genuine in client interaction
Utilize own strengths and personality to establish rapport & motivate clients
Provide encouraging and empathetic responses to maximize client's participation & occupational performance
Set limits to allow for positive performance in therapeutic process
Other:

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

The OTA student will:

Demonstrate an awareness of own background & sensitivity to worldviews of clients, family, colleagues

Refrain from imposing one's own beliefs & values on others

Treat everyone with dignity & respect

Gather information about clients' cultural values &/ or spiritual beliefs

Incorporate clients' values * beliefs into therapeutic interactions & interventions when feasible

Utilize opportunities that arise to promote cultural competence and provide education to others

Consider clients' socioeconomic & community resources & lifestyle when designing intervention plans & discharge planning

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

Other:

Other expectations not noted above: