

If you see a tool bar stating **SOME MACROS HAVE BEEN DISABLED**, you will need to click on **enable to complete**. When saving the document please change the title of the document to reflect your facilities name.

Level II Fieldwork Site Specific Objectives Checklist

for use with:

The AOTA Fieldwork Performance Evaluation (for the Occupational Therapy Student)



Prepared by:

FLORIDA OCCUPATIONAL THERAPY EDUCATIONAL CONSORTIUM (FLOTEC)


Site: Date:


Fieldwork Educator/Contact Person:

Phone #: Fax #:

E-mail:

Please check one:

- As a fieldwork site for students from we currently utilize the goals as stated in the educational institutions fieldwork handbook and do not have additional site specific goals.  **Please proceed to page 19 and 20 of this form, complete and sign.**

- As a fieldwork site for students from we currently utilize the goals as stated in facilities/corporation student fieldwork handbook and do not have additional site specific goals.  **Please attach facilities/corporations student fieldwork handbook, proceed to page 19 and 20, complete and sign.**

- As a fieldwork site for students from we currently utilize the goal as stated in the educational institutions fieldwork handbook as well as the following site specific goals: **Please complete this form in its entirety.**

I. FUNDAMENTALS OF PRACTICE

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:

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

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

- | | |
|---|---|
| <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="text"/> |

FWPE item #3: Uses sound judgment in regard to safety of self & others during all fieldwork related activities:

- Adheres to facility policies & procedures
- Thorough chart reviews/checks MD orders/parent agreement for IEP
- Consistently analyzes space for potential hazards based on client risk factors
- Addresses anticipated safety concerns
- Provides safe supervision of client based on client status
- Accurately identifies ambulation needs/functional mobility status
- Uses safe transfer techniques/equipment according to protocols
- Determines wheelchair positioning needs (e.g. footrests, cushions, trays/supports, etc.)
- Correctly positions client (e.g. in chair/bed; at desk, for feeding, etc)
- Provides supervision of client based on client status to ensure safety
- Demonstrates proper splinting techniques such as
 - Correct selection of type
 - Correct selection of materials
 - Making adjustments as needed

FWPE item #3 (con't): Uses sound judgment in regard to safety of self & others during all fieldwork related activities:

- Operates equipment according to training protocols
- Attends to professional boundaries in therapeutic use of self-disclosure
- Effectively limit sets & redirects client (s)
- Establishes safe group climate (reinforce expectations/group rules or contract)
- Other:

II. BASIC TENETS

FWPE items #4 -6: Clearly, confidently, & accurately communicates values/beliefs of occupational therapy profession, occupation as method/outcome, roles of OT/OTA as collaborative team appropriate to setting, using examples & language consistent w/ OTPF:

- Verbally
- Via written material (e.g., handout, article, sample job description, etc.)

Communicates about these 3 tenets with:

- | | |
|---|---|
| <input type="checkbox"/> Client | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Families/ significant others | <input type="checkbox"/> Aides |
| <input type="checkbox"/> OTA | <input type="checkbox"/> MDs |
| <input type="checkbox"/> OT | <input type="checkbox"/> Regulatory bodies |
| <input type="checkbox"/> OTA | <input type="checkbox"/> General public (e.g., promotional materials, in-services) |
| <input type="checkbox"/> SLP | <input type="checkbox"/> AT |
| <input type="checkbox"/> Nursing | <input type="checkbox"/> MT |
| <input type="checkbox"/> LISCW | <input type="checkbox"/> 3 rd Party payers |
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> Others: <input style="width: 150px; height: 15px;" type="text"/> |
| <input type="checkbox"/> CRTS | |
| <input type="checkbox"/> CRC | |

FWPE items #4-6(cont): Clearly, confidently, & accurately communicates values/beliefs of occupational therapy profession, occupation as method/outcome, roles of OT/OTA as collaborative team appropriate to setting, using examples & language consistent w/ OTPF:

Communicates about these 3 tenets in:

- | | |
|--|---|
| <input type="checkbox"/> Client intervention/education | <input type="checkbox"/> In-services, brochures, bulletin boards, media announcements, etc. |
| <input type="checkbox"/> Meetings | |
| <input type="checkbox"/> Documentation/correspondence | <input type="checkbox"/> Other: <input style="width: 150px; height: 15px;" type="text"/> |

Communicates re: occupation using:

- Examples of occupation-based assessment tools
- Citations of literature/evidence base for use of occupation relative to person/context
- Terms & examples specific to person, organization, population (facility mission/level of care/services delivery)
- OTPF language (revised) verbally & in written work

Current AOTA official documents/fact sheets

Other:

Communicates re: OT/OTA roles using:

Current AOTA official documents

Federal & state laws/practice acts governing evaluation/intervention

State laws/practice acts re: role of OT/OTA

Other:

FWPE item #7: Effectively collaborates with clients, family/significant others throughout occupational therapy process (evaluation, intervention, outcome):

Seeks & responds to client feedback

Maintains client focus in sessions

Respectfully engages in discussion when conflict arises to address concerns

Provides written documentation of collaborative plan (e.g., home program)

Incorporates client/family priorities & interests

Tailors client/family education to individual need

Other :

III. EVALUATION AND SCREENING

FWPE item #8: Articulates clear & logical rationale for evaluation process:

Describes reasoning based on client, condition, context, FOR/EBP

Explains choice of occupation-based &/or client factors

Discuss psychometric properties (validity & reliability) of assessment tool

Other:

FWPE item #9: Selects relevant screening/assessment*methods (*see assessment chart):

Selects assessments according to:

- Future context
- Evidence
- Psychometric properties/validity/reliability
- Client condition
- Client priorities
- Current context

Selects assessment based on Theories/Frames of reference pertinent to setting such as:

- | | |
|---|---|
| <input type="checkbox"/> PEOP | <input type="checkbox"/> MOHO |
| <input type="checkbox"/> Biomechanical | <input type="checkbox"/> Developmental |
| <input type="checkbox"/> Acquisitional | <input type="checkbox"/> Motor Learning |
| <input type="checkbox"/> Psychodynamic | <input type="checkbox"/> Coping |
| <input type="checkbox"/> Cognitive behavioral | <input type="checkbox"/> Clinical Reasoning |
| <input type="checkbox"/> DBT | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Sensory Processing | <input type="checkbox"/> Occupational Adaptation |
| <input type="checkbox"/> Sensory Integrative | <input type="checkbox"/> Ecology of Human Performance |
| <input type="checkbox"/> NDT | <input type="checkbox"/> Cognitive/Cognitive Disability |
| <input type="checkbox"/> Functional Group Model | <input type="checkbox"/> Other: <input type="text"/> |

FWPE item #10: Determines occupational profile & performance through appropriate assessment methods (see assessment chart on last page for specific tools/competency expectations)

FWPE item #11: Assesses client factors & context that support or hinder occupational performance (see assessment chart for specific tools/competency expectations)

FWPE item #12: Obtains sufficient/necessary information from relevant resources such as client, families, significant others,

service providers, & records prior to & during evaluation process via:

- Thorough record/chart review
- Client interview
- Observation of client performance in areas of occupation (ADL/IADL, education, work, play, leisure, social participation, rest/sleep)
- Assessment instruments addressing occupational performance (see assessment chart)
- Observation of client person performance skills (motor & praxis, emotional regulation, cognitive, communication/social, sensory/perceptual)
- Assessment instruments addressing client performance skills
- Observation of client performance patterns (roles, routines, rituals, habits)
- Assessment instruments addressing client performance patterns (see assessment chart)
- Assess of client factors (see assessment chart)
- Observation in current context(s) (personal, physical/environment, social, cultural, temporal, virtual)
- Gathering information re: anticipated future context(s)
- Gathering input from family/significant others/service providers (PCA, nursing, teachers, team members, referral source)
- Discussion of psychosocial factors that effect performance/disposition (e.g., motivation, adjustment, anxiety, self-concept, participation, etc.,)
- Assessment instruments that address psychosocial factors that affect performance/disposition (see assessment chart)
- Occupational profile addresses
 - Who is client?
 - Client problems
 - Client values/interests/needs
 - Why seeking services?
 - Client successes/ strengths
 - Priorities
 - Influence of environment/context
- Other (s):
- Occupational history

FWPE item #13: Administers assessments in uniform manner to ensure valid/reliable results:

- Adheres to assessment tool protocols/procedures (format, script, item use, scoring, etc.)

FWPE item #14: Adjusts/modifies assessment procedures based on client's needs, behaviors, and cultural variables such as:

- | | |
|--|---|
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Inability to perform task |
| <input type="checkbox"/> O2 sat/respiration rate | <input type="checkbox"/> Refusal |
| <input type="checkbox"/> BP/heart rate | <input type="checkbox"/> Vision Acuity |
| <input type="checkbox"/> Frustration tolerance | <input type="checkbox"/> Hearing Acuity |
| <input type="checkbox"/> Anxiety | <input type="checkbox"/> Concerns: safety (please specify): |
| <input type="checkbox"/> Cultural beliefs, values, customs, expectations | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Cognitive status | |
| <input type="checkbox"/> Pain | |
| <input type="checkbox"/> Language | |
| <input type="checkbox"/> Attention | |

FWPE item #15: Interprets evaluation results to determine client's occupational performance strengths & challenges by integrating quantitative & qualitative information such as:

- Standardized assessment results
- Information re: client condition/dx
- Subjective/objective impressions
- Verbal reports of others (team, family/caretakers, etc.)
- Observation of client's performance
- Client's stated values, beliefs/motivations
- Identified problems/needs
- Other:

FWPE item #16: establishes accurate & appropriate plan based on evaluation results, integrating

factors such as client's priorities, context(s), theories & evidence-based practice:

- Integrates information with client priorities to create plan relative to setting/scope of practice
- Incorporates client's present and future context(s) (personal, cultural, temporal, virtual, physical, social) in clinical reasoning/intervention planning
- Utilizes summarized evidence from Critically Appraised Topics/Papers (CATs/CAPs) to guide decision-making/reasoning (<http://www.otcats.com/index.html>)
- Uses EBP approach (e.g., PICO question: Person, Intervention, Comparison, Outcome) to search for/find relevant evidence according to client priorities & frame of reference
- Critically appraises findings (e.g., CAT: <http://www.otcats.com/template/index.html> ; or CanChild (www.canchild.ca/en/canchildresources/educationalmaterials.asp#CriticalReview)
- Uses structures method to review evidence (journals, case studies, consensus of experts)
- Creates realistic plan reflective of accurate understanding of client abilities and potential
- Sets goals consistent with client priorities, theory/frame of reference, evidence & setting
- Other:

FWPE item #17: documents results of evaluation process in manner that demonstrates objective measurement of client's occupational performance:

- Records observed performance in areas of occupation (ADL/IADL, education, work, play, leisure, social participation, rest/sleep) as per setting's policies & procedures/scope of practice
- Accurately reports standardized assessment data (raw scores/results) as applicable
- Formulates goals that are specific, measurable, realistic, attainable, time-limited
- Utilizes outcome measurement methods when available or per setting policies
- Other:

IV. INTERVENTION

FWPE item #18: articulates a clear and logical rationale for intervention process:

- Verbally in supervision sessions
- Via written assignments (journal, case study)
- Via sharing EBP article reviews
- In rounds/team meetings
- Verbally in client sessions
- In pt education materials
- In written documentation
- Via in-services
- Other:

FWPE item #19 (part 1): Utilizes evidence from published research & relevant resources to make informed decisions with

supervisor/client/team/caregiver/agency (as appropriate) using:

- Critically Appraised Papers (CAPs)/Critically Appraised Topics (CATs) (www.aota.org/Educate/Research.aspx; <http://www.otcats.com/index.html>)
- Articles from peer reviewed journals (e.g., AJOT, OTJR, etc.,)

FWPE item #19 (part 2): Utilizes evidence from published research & relevant resources to make informed decisions with supervisor/client/team/caregiver/agency (as appropriate) using:

- Discussion/sharing of material learned via other sources (textbooks, OT Practice, coursework, association website searches, conferences, etc.,) in supervision
- Other:

FWPE items #20 & 21: Chooses relevant occupations that motivate & challenge clients to facilitate meeting established goals based on client's:

- Condition/Status
- Progress
- Stated interests
- Beliefs & values
- Other:
- Psychosocial needs
- Current context & resources
- Future context & resources

FWPE items #22 & 23: Implements client & occupation based intervention plans considering areas of occupation/outcomes such as:

- Role competence
- ADL
- Play Work
- IADL
- Sleep/rest
- Social participation
- Education
- Other:
- Leisure
- Adaptation
- Health/wellness
- Quality of life
- Self advocacy
- Occupational (social) justice

FWPE item #24: Modifies task, approach, occupations & environment to maximize client performance by:

- Adapting sequence of activity & objects used
 - ↑↓ sensory input
 - ↑↓ Visual/verbal cues
 - ↑↓ Amount of physical assistance provided
 - ↑↓ Social demand (1:1 vs. group, family vs. peer(s), rules/norms)
 - ↑↓ Amount of emotional/behavioral support provided
 - Changing length/frequency/timing of sessions
 - Other:
- ↑↓ Cognitive demand
 - Physical requirements
 - Promoting ↑ safety (↑awareness, education/feedback, environmental modifications, removing potential sources of injury, etc.,)
 - Creating adaptive device(s)
 - Reviewing/revising expectations with client(s) relative to desired occupations, role(s) & context

FWPE item #25: Updates, modifies, or terminates intervention plan based upon careful monitoring of client's status:

- Accurately represents client progress verbally & in documentation
- Accurately reports change in client status (e.g., illness, affect) affecting performance
- Frequently re-evaluates effectiveness of intervention based on goal achievement and/or outcome measurement
- Subjective data consistent with objective data reported verbally or in documentation

FWPE item #26: Documents client's response to services in a manner that demonstrates efficacy of interventions via:

- Progress reports with quantitative data (goal attainment scaling, excel charts/graphing, re-assessment, score comparison, outcome measurement results)
- Narrative summary with qualitative descriptors according to problems identified/goals achieved
- Other:

V. MANAGEMENT OF OCCUPATIONAL THERPAY SERVICES

FWPE item #27: Demonstrates through practice or discussion ability to assign appropriate responsibilities to the occupational therapy assistant & occupational therapy aide:

- Describes or assigns duties commensurate to educational level, assessed competency, federal & state laws regulating use of supportive personnel
- Considers number of clients, complexity of needs, type of setting, safety
- Describes or provides type of supervision required (close, direct, line of sight)
- Provides reference for state statues/regulations governing performance or services & definitions of supervision (www.aota.org/Practitioners/Licensure/StateRegs/Supervision/36455.aspx)
- Other:

FWPE item #28: Demonstrates through practice or discussion ability to actively collaborate with occupational therapy assistant:

- Describes &/or engages in tasks with OTA relative to job description &/or scope of practice as defined by state guidelines (e.g., soliciting contributions to evaluation process &/or delegating implementing & adjusting intervention plan) in accordance with AOTA Official Guidelines for Supervision, Roles & Responsibilities (www.aota.org/Practitioners/Official.aspx)
- Completes alternate assignment to meet objective (please describe or attach):

FWPE item #29: Demonstrates understanding the costs and funding related to occupational therapy services at this site:

- Discusses political issues/policy decisions that affect funding
- Outlines how services are regulated and funds allocated pertaining to local and/or federal laws such as IDEA, ADA, Medicare/Medicaid, etc.
- Describes agency billing/payment system (grant funding, types of insurance, private pay, cost-share, state/federal funding)
- Describes eligibility criteria for reimbursement and discharge
- Identifies possible resources available (grants, community partnerships, sources for donations, fundraising ideas, etc.,)
- Demonstrates awareness of risk management and liability as part of costs and quality care
- Demonstrates awareness of budgetary implications when procuring/using supplies
- Other:

FWPE item #30: Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines:

- Articulates setting's mission & values
- Schedules meetings/sessions according to facility expectations
- Begins & ends sessions on time
- Attends meetings on time
- Reports meetings in concise manner
- Meets paper work deadlines per policy & procedures
- Prioritizes workload according to policies & caseload demands
- Uses time management strategies (checklists, templates, to-do list)
- Other:

FWPE item #31: Produces the volume of work

required in the expected time frame:

- Is self directed in managing schedule to meet workload/caseload
- Gathers necessary evaluation data within allotted amount of time – specify: per day
 per week per month
- Completes evaluation write-up with documentation co-signed & in chart/record within:
 - 8 hrs 24 hrs 1 week other:
- Conducts (specify number) of evaluations: per day
 per week per month
- Serves caseload commensurate with entry-level therapist (please specify # of clients/groups):
 per day per week per month
- Completes progress note documentation within expected time period of:
- Completes (specify number) of progress notes: per day per week per month
- Other:

VI. COMMUNICATION

FWPE item #32: Clearly & effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public:

- Uses language appropriate to the recipient of information, including but not limited to funding agencies & regulatory agencies
- Gauges use of terminology to level of understanding of person with whom communicating
- Utilizes examples to illustrate meaning/intent
- Uses active listening strategies (restates/paraphrases) to ensure 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 of translation of written materials when indicated/available
- Other:

FWPE item #33 – 34: Produces clear and accurate documentation according to site requirements. All written communication is legible, using proper spelling, punctuation, and grammar:

- Completes computerized &/or hand-written documentation per setting protocols/formats
- Uses approved institutional terminology/abbreviations
- 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:

FWPE item #35: Uses language appropriate to the recipient of the information, including but not limited to funding agencies & regulatory agencies:

- Writes in a manner conducive to being read by recipients of services & other disciplines, free of jargon, retaining language consistent with OTPF-Revised (client profile, analysis of occupational performance, areas, skills/patterns, influence of context(s), client factors)
- Gauges use of terminology to level of understanding of person with whom communicating
- Utilizes examples to illustrate meaning/intent (verbal/demonstration)
- Takes into account cultural differences, providing handouts in client's first language, when available, providing illustrations with written content
- Adjusts content (verbal/nonverbal) in response to clients/family/caregivers colleagues' response
- Provides clear & concise instructions
- Other:

VII. PROFESSIONAL BEHAVIORS

FWPE item #36: collaborates with supervisor(s) to maximize the learning experience:

- Asks supervisor for specific feedback
- Consistently checks in to clarify expectations
- Shares information about learning style with supervisor and asks for help as needed to adjust
- Utilizes structures in setting to support learning (e.g., student manual, reviews expectations, tracks own caseload/workload)
- Asserts need to schedule supervision meetings
- Discusses concerns & identify possible avenues for changes or improvements
- Discusses &/or negotiates need for adjustments to supervisory relationship, performance expectations, caseload, & learning environment to improve quality of experience (e.g., reviews AOTA Fieldwork Experience Assessment Tool)
- Other:

FWPE item #37: Takes responsibility for attaining professional competence by seeking out learning opportunities & interactions with supervisor(s) & others:

- Comes to supervision w/ list of questions/concerns & possible options for how to address them
- Takes initiative to meet w/ 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, etc.,
- Pilots new program ideas/improvements (e.g., assessment tools, outcome measures, groups, new forms or procedures, etc.,) when feasible/available
- Collaborates in research design or data collection with others (per IRB approval)
- Exercises good judgment when choosing to attend in-services or other continuing education opportunities (e.g., based on workload management, caseload focus, scope of practice)
- Other:

FWPE item #38: Responds constructively to feedback:

- Engages in mutual feedback exchange (e.g., listen, clarify, acknowledge feedback &/or redirection, provide examples, ask “How can I improve?”; discuss ways to make active changes, identify what would be helpful, discusses options)
- Demonstrates commitment to learning by identifying specific goals/actions to improve behavior/performance in collaboration with supervisor
- Processes feedback & seeks support from supervisor appropriate to context of supervisory relationship & learning opportunity
- Utilizes tools to reflect on own performance or variables affecting performance (e.g., self-assessment on FWPE, journaling, FEAT)
- Takes initiative to contact academic program resource persons for support if needed
- Other:

FWPE item #39: Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance:

- Takes initiative to address workload management
- Demonstrates consistent work behaviors in both task & interpersonal interaction
- Attends to site cleanliness, safety & maintenance of supplies as appropriate to role
- Comes prepared for meetings/sessions
- Takes responsibility to address areas of personal/professional growth
- Proactively plans for & requests appropriate supports or accommodations in manner consistent with federal law & site resources (e.g., open in communication, provides appropriate documentation, requests reasonable accommodation if indicated)
- Other:

FWPE item #40: Demonstrates effective time management:

- Monitors, maintains & adapts own schedule in accordance w/ site's priorities
- Organizes agenda or materials for meetings & sessions
- Conducts evaluation &/or intervention sessions w/in allotted time, inclusive of set-up/clean-up
- Completes documentation/paperwork in timely manner
- Completes learning activities by due dates

FWPE item #41: Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy in social interactions w/ clients/patients, peers & colleagues:

- Communicates concerns in 1st person manner (e.g., "I statements")
- Remains calm when conveying point of view when conflict arises
- Compromises as needed when negotiating workload
- Demonstrates flexibility to support own learning or department mission (e.g., extra effort, stay late if needed, etc.,)
- Demonstrates ongoing awareness of impact of own behavior on others
- Displays positive regard for others
- Demonstrates effective use of self disclosure (e.g., moderate)/therapeutic use of self to build rapport, establish alliance(s) & motivate others (peers/colleagues/clients)
- Provides timely & specific feedback
- Sets limits to maintain safety & support positive behavior/performance improvement

FWPE item #42: Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices:

- Demonstrates awareness of own background and sensitivity to worldviews of others (clients, family, colleagues)
- Refrains from imposing own beliefs & values on others
- Maintains clients' dignity
- Gathers information about clients' cultural values &/or spiritual beliefs
- Incorporates clients' values & beliefs into therapeutic interactions & interventions
- Considers clients socioeconomic & community resources & lifestyle when designing intervention plans & discharge planning
- Demonstrates tolerance for differences in others & willingness to work w/ all clients

Other expectations not noted above:

Print Name

- Electronically signed by above individual on this date.

Signature

Date

Assessment Checklist (attach to Level II FW Site Specific Objectives)

Site:

Date:

Formal Assessment Tools	Expected to gain Proficiency	Expected to gain familiarity	Expected to gain awareness/observe
Allen Cognitive Level Screening:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allen Diagnostic Module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ashworth Scale (Tone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of Motor & Perceptual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bay Area Functional Performance Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beery Visual Motor Integration test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Box and Block test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Borgs Scale: Rate of Perceive Exertion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bruininks-Oseretsky Test -2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's Assessment of Participation & Enjoyment/Preference for Activities of Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's Occupational Self Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Occupational Performance Measure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cognitive Assessment of Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coping Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crawford Small parts Dexterity Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamometer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Coping Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Independence Measure:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global Deterioration Scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goniometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii Early Learning Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jepson Hand Function Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kitchen Task Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kohlman Evaluation of Living Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOTCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Muscle Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MOCA(Montreal Cognitive Assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mini Mental State:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal Assessment Tools	Expected to gain Proficiency	Expected to gain familiarity	Expected to gain awareness/observe

MOHO The Model of Human Occupation Screening Tool (MOHOST)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Occupational Circumstances Assessment Interview & Rating Scale (OSCAIRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Occupational Performance History Interview – II (OPHI – II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Occupational Self-Assessment (OSA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Occupational Therapy Psychosocial Assessment of Learning (OTPAL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor-Free Visual Perception Test (MVPT-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moberg Pick Up Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nine Hole Peg Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Performance History Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Self Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peabody Developmental Motor Scale:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pediatric Evaluation of Disability (PEDI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Piers Harris Children’s Self Concept Scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinch Meter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purdue Pegboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Routine Task Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Function Assessment (SFA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration & Praxis Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semmes-Weinstein Monofilament:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volumeter:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WeeFIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others : (Please list below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>