

CCRS Occupational Therapy Site Specific Objectives

FUNDAMENTALS OF PRACTICE	Site-Specific Objectives	Methods
1. Adheres to Ethics	1. Students will abide by all departmental policies related to safety. 2. Students will uphold HIPAA guidelines 100% of the time. 3. Students will demonstrate compliance with AOTA's Code of Ethics. 4. Students will demonstrate compliance with site's supervision guidelines. 5. Students will treat all clients equally despite cultural, socioeconomic or other factors.	1. Students will review all CCRS policies and procedures within one week. 2. Students will complete HIPAA training with Clinic Director and sign acknowledgement within one week. 3. Students will store documents securely, hold conversations about clients in private areas only with only your FWEd or other team members involved in the case at all times. 4. Students will read and sign acknowledgement of AOTA's Code of Ethics. 5. Students will review supervision guidelines by week 1 and abide by guidelines for duration of fieldwork experience. 6. Students will review Stanford Ethnogeriatric Modules as indicated within 12 weeks.
2. Adheres to Safety Regulations & Uses Judgment in Safety	1. Students will consistently analyze clinic space for environmental factors that may be potentially hazardous to client's safety. 2. Students will demonstrate safe judgment during all evaluation and treatment administration.	1. Students will ensure equipment is set up beforehand, all nonessential items are put away, all slip/trip hazards are removed and possesses keen awareness of potential hazards of equipment being used. 2. Students will follow policies regarding safe use of modalities, sharps and operating equipment in clinic at all times. 3. Students will state universal precautions within one week and adhere to precautions at all times. 4. Students will state proper body mechanics within one week and

		<p>adhere to principles at all times.</p> <p>5. Students will demonstrate competence with gait belt application within one week and will utilize gait belt during all functional mobility tasks with adult clients who have gait disturbance or imbalance at all times.</p>
BASIC TENETS		
Articulation of values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, services providers and to the public	<p>1. Students will effectively articulate the values and beliefs of occupational therapy profession to patients and caregivers.</p> <p>2. Students will effectively articulate the values and beliefs of occupational therapy profession to colleagues and other services providers.</p>	<p>1. Students will work together to form their own definition of occupational therapy and practice articulating it to one another within two weeks.</p> <p>2. Students will independently articulate justification for OT services for all clients on caseload to FWEd, clients and caregivers within 3 weeks.</p> <p>3. Students will report on client's progress toward goals at weekly team meeting week 3 -12.</p> <p>4. Students will articulate values and beliefs of OT to interdisciplinary team as part of in-service by week 6.</p>
EVALUATION & SCREENING		
Articulates a clear and logical rationale for the evaluation process	<p>1. Students will independently explain the occupational therapy evaluation process within 4 to 6 weeks.</p>	<p>1. Students will independently articulate justification of occupational therapy evaluation process for all clients within 2 weeks.</p> <p>2. Students will independently articulate and sequence initial evaluation procedures within 2 weeks.</p>
Demonstrate client's occupational profile and performance through appropriate assessment methods	<p>1. Students will gather necessary info prior to evaluation, obtain occupational profile and administer assessments for both pediatric</p>	<p>1. Students will perform chart reviews and client interview to identify perceived strength/deficit areas, goal areas independently by week 3.</p> <p>2. Students will demonstrate competence in administration of all commonly used standardized assessments for pediatric and adult</p>

	and adult populations independently.	populations by week 3.
Establish an accurate and appropriate plan based on evaluation results, through integrating multiple factors such as client's priorities, context(s), theories and evidence-based practice.	1. Students will formulate all occupational therapy plans of care for intervention by week 6-12.	<p>1. Students will integrate multiple factors into treatment planning by week 2.</p> <p>2. Students will be responsible for verbal articulation of all treatment planning and will submit write ups of treatment plan for all pediatric clients by week 2.</p> <p>3. Students will implement client-specific treatment plans with decreasing amount of assistance from FWEd week 2 -6.</p> <p>4. Students will be independent in treatment planning and implementation week 6-12.</p>
INTERVENTION		
Articulates clear and logical rationale for intervention process.	1. Students will state clear and logical rationale for intervention process.	<p>1. Students will articulate clinical reasoning process of intervention selection to FWEd by week 1.</p> <p>2. Students will confidently provide brief rationale for treatment selection for all clients to FWED by week 4.</p> <p>3. Students will confidently explain rationale for treatment to clients and caregivers in layman's terms 100% of the time by week 4.</p>
Selects relevant occupations to facilitate clients meeting established goals.	1. Students will utilize therapeutic activities and occupations meaningful to the patient in order to facilitate meeting treatment goals by week 6-12.	<p>1. Students will be able to use an occupational profile to determine relevant treatment methods and strategies by week 2.</p> <p>2. Students will identify occupations to meet individual client needs without cueing by week 4.</p>
Adjusts/modifies the	1. Students will grade	1. Students will respond quickly and confidently to input and modify

assessment and treatment procedures based on client's needs, behaviors and culture.	therapeutic activities to consistently provide just right challenge to clients independently.	<p>approach when client can/will not perform by week 6.</p> <p>2. Students will adapt assessments when needed to elicit evaluation information and ensure child's best performance.</p> <p>3. Students will upgrade/downgrade difficulty of task depending on client's mood and success rate in order to maintain client's ability to engage in session.</p>
MANAGEMENT OF OT SERVICES		
Demonstrates understanding of costs and funding related to occupational therapy services at this site.	1. Students will demonstrate understanding of billing procedures for insurances commonly encountered at clinic	<p>1. Students will review written information on CPT Codes and G-Codes by week 1.</p> <p>2. Students will be responsible for submitting billing sheets and updating the Occupational Therapy Tracking excel sheet after every session by week 2.</p>
Accomplishes organizational goals by establishing priorities, developing strategies and meeting deadlines.	1. Students will contribute to marketing efforts via social media and website maintenance.	1. Students will acknowledge guidelines for cleaning and maintaining clinical areas within two weeks.
COMMUNICATION		
Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers and public.	1. Students will effectively build rapport and facilitate open communication with client, family, significant others and other providers.	<p>1. Students will establish and maintain rapport by facilitating engagement during therapy sessions for duration of fieldwork.</p> <p>2. Students will present at informal and formal groups of team members and colleagues by week 2.</p> <p>3. Students will effectively adjust instructions based on client's feedback by week 2.</p> <p>4. Students will be aware of nonverbal communication and body</p>

		language of clients, families and colleagues by week 2.
Produces clear and accurate documentation according to site requirements.	1. Students will independently complete documentation for all clients.	<p>1. Students will produce clear, effective and efficient documentation of therapeutic activities, client progress toward goals and expected outcomes by week 6.</p> <p>2. Students will review documentation examples, documentation templates, AOTA Guidelines for Documentation and Tips for Maximizing Clinical Documentation by week 1.</p> <p>3. Students will demonstrate independence in writing evaluations, daily notes, progress notes and discharge summaries by week 6.</p>
PROFESSIONAL BEHAVIORS		
Collaborates with supervisor and other fieldwork student to maximize learning experience.	1. Students will be an active part of supervision and feedback.	<p>1. Students will be reflective about their performance, identifying both strengths and weaknesses throughout the fieldwork experience.</p> <p>2. Students will internalize feedback provided by FWEd and develop strategies and a plan for improvement.</p> <p>3. Students will incorporate feedback from FWEd into treatment planning and discuss outcome by week 2.</p>
Responds constructively to feedback	1. Students will respond professionally to all feedback regarding clinical performance by midterm.	<p>1. Students will have the opportunity to receive written feedback during a formal individual meeting every two weeks.</p> <p>2. Students will request feedback PRN and will offer feedback to FWEd to clarify learning needs by week 2.</p> <p>3. Students will modify behaviors in response to FWEd's constructive feedback within the same week feedback is received.</p>
Demonstrates effective time management.	1. Students will demonstrate effective time management evident by independence with	<p>1. Students will submit Raintree documentation within 48 hours of session completion by week 2.</p> <p>2. Students will independently follow up with physicians to ensure POCs</p>

	managing demands of caseload.	<p>are signed by week 3.</p> <p>3. Students will track treatment visits and schedule sessions by week 2.</p> <p>4. Students will initiate and terminate sessions in a timely manner by week 4.</p> <p>5. Students will coordinate schedules for all clients on caseload with front desk staff by week 2.</p>
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CCRS Occupational Therapy Student Weekly Expectations

Week 1 –

- ☐ Complete Orientation Checklist: Tour facility, introduce to staff, etc...
- ☐ Review all materials in student handbook.
- ☐ Meet with Steve Vanderkamp, Clinic Director, for HIPAA education, review of policies/procedures and to ensure access to our EMR, Raintree.
- ☐ Observe FWEd document in electronic medical record and complete billing procedures.
- ☐ Interact and participate appropriately during all therapy sessions and communicate with all staff – Tracy and Holly are firm believers in ‘no passive observation ever’.
- ☐ At appropriate times, verbalize clinical observations of patient performance and begin to analyze deficit areas, consider options for assessment and propose potential treatment ideas.
- ☐ Discuss comfort level with and practice administration of FROM, AROM, PROM, goniometry, MMT, dynamometry, 9 Hole Peg Test, Monofilament Testing, SPM 0-12, Peabody, BOT2, Beery VMI.
- ☐ Discuss comfort level with implementation of treatment techniques common to pediatric and adult neuro clients.
- ☐ Attend interdisciplinary team meeting - learn about other disciplines involvement with clients.
- ☐ Establish goals to individualize the fieldwork experience.
- ☐ Decide which practice setting to complete shadow assignment.
- ☐ Reflect on first week of fieldwork experience on last day of the week.

Week 2 –

- ☐ Begin treating first client with close supervision.
- ☐ Complete computerized documentation, referring to examples/template as appropriate and collaborating with other student on assigned patient with maximal feedback from FWEd.
- ☐ Perform occupational profile portion of evaluation with guidance as appropriate from FWEd for every client. Converse with client and caregiver at every session as appropriate.
- ☐ Begin training on specialty assessments (CCRS Visual Screen, Cognitive Performance Test, etc...) as caseload allows.
- ☐ Generate and articulate treatment ideas for all other clients on caseload.
- ☐ Practice administering FROM, AROM, PROM, goniometry, MMT, dynamometry, 9 Hole Peg Test, Monofilament Testing, SPM 0-12, Peabody, BOT, Beery VMI on other student or FWEd as time allows.
- ☐ Perform aspects of evaluation (ROM, MMT, etc...) as directed by FWEd.
- ☐ Provide FWEd with EBP articles to support your treatment plans.
- ☐ Present on client's progress during interdisciplinary team meeting.

- ☐ Watch AOTA CPT evaluation code webinar

Week 3 –

- ☐ Continue treating first client with distant supervision.
- ☐ Begin treating second patient with close supervision.
- ☐ Collaborate with client and caregivers throughout occupational therapy process to monitor for HEP adherence to ensure progress toward client-centered goals with occasional consultation/input from FWEd.
- ☐ Generate and articulate treatment ideas in collaboration with other student for all other clients on caseload.
- ☐ Grade treatment session using in-the-moment clinical reasoning with occasional cues as necessary from FWEd.
- ☐ Complete computerized documentation with moderate feedback from FWEd.
- ☐ Provide FWEd with EBP articles to support your treatment plans.
- ☐ Present on both client's progress during interdisciplinary team meeting.
- ☐ Review ICD-10 data website and related diagnosis code resources.

Week 4 –

- ☐ Continue treating two clients with distant supervision.
- ☐ Begin treating third patient with distant supervision and occasional 'pop ins' from FWEd.
- ☐ Collaborate easily with client and caregivers throughout occupational therapy process to monitor for HEP adherence to ensure progress toward client-centered goals with minimal consultation/input from FWEd.
- ☐ Grade treatment session using in-the-moment clinical reasoning with few cues as necessary from FWEd.
- ☐ Complete occupational profile, FROM, AROM, PROM, goniometry, MMT, dynamometry, 9 Hole Peg Test, Monofilament Testing, SPM 0-12, Peabody, BOT, Beery VMI with distant supervision for clients with familiar diagnoses, close supervision for complex/unfamiliar diagnoses.
- ☐ Complete computerized documentation with minimal feedback from FWEd.
- ☐ Provide FWEd with EBP articles to support your treatment plans.
- ☐ Present on all client's assigned progress during interdisciplinary team meeting.
- ☐ Watch powerpoint presentation on documentation.

Week 5 –

- ☐ Continue treating three clients with distant supervision.

- ☐ Begin treating fourth client with distant supervision and few 'pop ins' from FWEd.
- ☐ Verbalize limitations in occupational performance and identify areas that require further definitive evaluation. Pursue completing further specialized or new evaluations (PASS, CAM, EFPT, etc...) with supervision from FWEd.
- ☐ Complete computerized documentation with minimal feedback from FWEd.
- ☐ Provide FWEd with EBP articles to support your treatment plans.
- ☐ Present on all client's assigned progress during interdisciplinary team meeting.

Week 6 – Midterm

- ☐ Treat full caseload with occasional close supervision for patients with diagnoses less familiar to student, otherwise distant supervision from FWEd.
- ☐ Complete Raintree documentation with occasional errors in 60 or less minutes per initial evaluation, 45 minutes per treatment note. Initiate point of service documentation with adult clients if it hasn't been attempted previously. 50% of documentation should be completed at clinic.
- ☐ Grade/modify treatment activities to provide just right challenge to clients with occasional advice from FWEd.
- ☐ Initiate and terminate session at scheduled time. Allow adequate time for preparation and transitioning between clients for remainder of FW experience.
- ☐ Clearly and confidently articulate the value of OT and its role in this setting to patients, family, and staff for remainder of FW experience.
- ☐ Demonstrate independence in collaborating with all other disciplines for remainder of FW experience.
- ☐ Access community resources (Alternatives in Motion, Disability Advocates), communicate with physicians, NP's outside of CCRS re: client's care and order/acquire equipment as appropriate for clients with supervision.
- ☐ Provide FWEd with EBP articles to support your treatment plans.
- ☐ Present on all client's progress during interdisciplinary team meeting.
- ☐ Complete midterm evaluation and meeting with both FWEds present.

Week 7 –

- ☐ Continue to treat full caseload.
- ☐ Complete Raintree documentation with occasional errors in 45 or less minutes per initial evaluation, 30 minutes per treatment note with minor errors. Continue point of service documentation with adult clients as able. At least 60% of documentation should be completed at clinic.

- ☐ Grade/modify treatment activities to provide just right challenge to clients with infrequent advice from FWEd.
- ☐ Begin verbalizing understanding of 'bigger picture' concepts, accurate clinical reasoning should become more natural and quicker.
- ☐ Present on all client's progress during interdisciplinary team meeting.

Week 8 –

- ☐ Continue to treat full caseload.
- ☐ Complete Raintree documentation with few errors in 40 or less minutes per initial evaluation, 25 minutes per treatment note. Continue point of service documentation with adult clients as able. Overall, 75% of documentation should be completed at clinic.
- ☐ Grade/modify treatment activities to provide just right challenge to clients with very infrequent advice from FWEd.
- ☐ Present on all client's progress during interdisciplinary team meeting.
- ☐ In collaboration with FWEd, modify initial fieldwork goals as needed.

Week 9 –

- ☐ Continue to treat full caseload.
- ☐ Continue to complete Raintree documentation with very few errors in 40 or less minutes per initial evaluation, 25 minutes per treatment note. 25% of documentation should be completed as point of service with adult clients. Overall, 75% of documentation should be completed at clinic.
- ☐ Grade/modify treatment activities to provide just right challenge to clients independently.
- ☐ Access community resources (Alternatives in Motion, Disability Advocates), communicate with physicians, NP's outside of CCRS re: client's care and order/acquire equipment as appropriate for clients for remainder of experience independently.
- ☐ Present on all client's progress during interdisciplinary team meeting.
- ☐ All clinical skills are present and now are being refined and advanced.

Week 10 –

- ☐ Continue to treat full caseload.
- ☐ Continue to complete Raintree documentation without error in 40 or less minutes per initial evaluation, 25 minutes per treatment note. 35% of documentation should be completed as point of service with adult clients. Overall, 75% of documentation should be completed at clinic.

- ☐ Confidence should be building and the student should be progressing toward entry level practice in this setting.

Week 11 –

- ☐ Continue to treat full caseload.
- ☐ Continue to complete Raintree documentation without error in 40 or less minutes per initial evaluation, 25 minutes per treatment note. 50% of documentation should be completed as point of service with adult clients. 90% of documentation should be completed at clinic.
- ☐ Confidence continues to build and the student should be progressing toward entry level practice in this setting.

Week 12 – Final Week

- ☐ Treat full caseload.
- ☐ Write coverage notes for all clients on caseload to ease transition for upcoming students.
- ☐ Continue to complete Raintree documentation without error in 40 or less minutes per initial evaluation, 25 minutes per treatment note. 75% of documentation should be completed as point of service with adult clients. 100% of documentation should be completed at clinic.
- ☐ Complete final evaluation.

NOS Expectations:

- ☐ Complete student project.
- ☐ Complete educational in-service to interdisciplinary team.
- ☐ Participate in community outing(s) as directed.
- ☐ Participate in continuing education opportunities as directed.
- ☐ Participate in offsite presentations as directed.
- ☐ Participate in FEES, Stroboscopy and VitalStim w/ SLP.
- ☐ Meet with & observe at least one treatment session with each discipline (SLP, MSW, PT, Audiology).
- ☐ Complete shadow in another setting (LTACH, Acute Care, Outpatient, SNF, etc...)
- ☐ Contribute to CCRS's marketing efforts as directed by FWEd.

Fieldwork Educator Checklist

Prior to your student's arrival:

- ☐ Send welcome letter within month of start date.
- ☐ Review the student's pre-clinical information and familiarize yourself with the student's goals for the clinical.
- ☐ Connect with clinical director to ensure student has completed all required forms.

During the first week of the clinical:

- ☐ Provide facility orientation:
 - ☐ Philosophy, and purpose of facility.
 - ☐ Department organizational structure, lines of authority.
 - ☐ Client census (diagnostic categories, age, total #).
 - ☐ Staff Introductions
 - ☐ Coordinate 30 minutes educational sessions with each discipline: Audiology, SLP, PT, MSW, Neuropsych
 - ☐ Faxing/copying
 - ☐ Mailboxes
 - ☐ Clean and dirty linens
 - ☐ Clinic cleaning supplies
 - ☐ Methods of communication with other departments
 - ☐ Educational Meetings (PRN)
 - ☐ Staff Meetings (Tuesdays @ noon)
 - ☐ Interdisciplinary Team meetings (Thursday @ noon)
 - ☐ In person
 - ☐ Email via which (individual & group)
 - ☐ Physical layout including location supplies & equipment:
 - ☐ Names and uses for various equipment in the clinic
 - ☐ Implementation of therapeutic exercise equipment
 - ☐ Implementation of ADLs and adaptive equipment
 - ☐ Objectives of services provided by OT.
 - ☐ Adult assessment tools utilized:

<ul style="list-style-type: none"> <input type="checkbox"/> ROM & goniometry <input type="checkbox"/> MMT <input type="checkbox"/> Fugl Meyer <input type="checkbox"/> QuickDASH <input type="checkbox"/> COPM/ACS <input type="checkbox"/> Dynamometry, pinch gauge <input type="checkbox"/> Trail Making Test <input type="checkbox"/> MoCa <input type="checkbox"/> ACLS <input type="checkbox"/> PASS (Under Construction) 	<ul style="list-style-type: none"> <input type="checkbox"/> Vision Screen <input type="checkbox"/> CAM/CPT <input type="checkbox"/> Modified Ashworth <input type="checkbox"/> Stroke Driver's Assessment <input type="checkbox"/> Semmes-Weinstein <input type="checkbox"/> Box & Blocks Test <input type="checkbox"/> 9 Hole Peg Test <input type="checkbox"/> Modified FCE <input type="checkbox"/> Functional Reach Test <input type="checkbox"/> Berg Balance Test/MiniBEST
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- ❑ Vital Signs
 - ❑ Treatment methods utilized:
 - ❑ ADLs/IADLs training
 - ❑ Neuromuscular re-education
 - ❑ Therapeutic exercise
 - ❑ Kinesiotaping
 - ❑ Surface EMG biofeedback
 - ❑ Functional mobility
 - ❑ Therapeutic gaming
 - ❑ Mirror therapy
 - ❑ Modalities
 - ❑ Community reintegration
 - ❑ UniversalPPE
 - ❑ Cognitive retraining
 - ❑ Visual perceptual training
 - ❑ Equipment acquisition
 - ❑ CIMT
 - ❑ LSVT BIG
 - ❑ Orthotic/prosthetic interventions for neuro population: GivMor Sling
 - ❑ resting hand splints
 - ❑ Use of our “ADL kitchen”
- ❑ Discussion of amount and method of supervision – who to refer questions to; time allocated to meet with supervisor.
- ❑ HEPs/Physiotech
- ❑ Week one student feedback form
- ❑ Provide student with student handbook to refer to throughout their fieldwork.
 - ❑ Sign off on policies of facility regarding: work hours, absences, holidays, safety precautions, reporting accidents or emergencies, and fire procedures.
 - ❑ Introduce to CPT Codes and G Codes - Definitions and appropriate use, units/minutes for billing
 - ❑ Chart review, scheduling and documenting using Electronic Medical Record (Raintree)
 - ❑ Location and method for using client charts.
 - ❑ Prescriptions and Referrals
 - ❑ Review of Intake Paperwork
 - ❑ Scheduler
- ❑ Review week by week student objectives.
- ❑ Explain student assignments and assign due dates.
- ❑ Set educational goals with the student and be sure you both have the same expectations for the clinical.
- ❑ Schedule weekly meetings, alternating FWEds.
- ❑ Schedule the mid-term and final evaluations for the students.
- ❑ Schedule a time for the student to give an in-service or case study presentation.
- ❑ Schedule other learning experiences for the student (i.e. observation of other disciplines, offsite observations)
- ❑ Send completed ACOTE Collaboration Form to Sara.

Mid-term Evaluation

- ❑ Complete midterm evaluation at midpoint of fieldwork experience.
- ❑ Update goals and set new ones as appropriate.

- ❑ Develop learning contract if performance is problematic and reach out to AFWC.
- ❑ Sara Clark, AFWC will check in on student progress at week 6 & 10.

Final Evaluation

- ❑ Complete final evaluation with student at completion of fieldwork experience.
- ❑ Send all evaluation forms to the AFWC. Store a hard copy on the unit.

CCRS Occupational Therapy Department – Week One Student Feedback

1. Do you feel your orientation was thorough and complete? Do you have any suggestions for improvement of our orientation or are there more areas you would like addressed?
2. Do you feel the responsibilities you have been given are appropriate?
3. Are you satisfied with your performance so far? Would you like to see any changes?
4. Can you identify frustrations so far and identify their sources?
5. What messages have you received from the staff on your floor, from your supervisor, the clinic director, etc? i.e. It's fun to have you around... here's help if you need it... you're fitting in well... (these may not be direct verbal exchanges, but feelings conveyed.)
6. In what ways do you feel you are getting feedback on your performance? Please elaborate. How would you prefer to get feedback?
7. Regarding your own supervisor, comment on any of the following: availability, initiative in setting up session with you, respect for you and listening skills.
8. Do you feel your learning style and the supervision you are receiving are compatible?