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1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association & RGH RI (WKLFV DQG VLWH¶V SROLFLHV DQG SURFHGXUHV LQFOXGLQ human subject research.

Students will:

- x Always keep documents in a secure area.
- x Avoid holding confidential conversations in public areas.
- x SeIHFW SULDYDWH DUHDV WR GLVFXVV SDWLHQWV¶ SULDYDWH LQIR
- x 5HDG DQG SUDFWLFH WKH SDWLHQW¶V %LOO RI 5LJKWV DQG +, 3
- x Review safety policies and procedures of the facility.
- x Be familiar with who will be attending therapy with the child and what his/her relationship is with the given child.
- x Adhere to the American Occupational Therapy Association's Code of Ethics.
- x Review and set up the space for any/all safety issues.
- x Never leave a child alone.
- x Never talk about a child in front of others.
- x Check with supervisor before sharing information with parents.
- x Do not discuss patient diagnosis with other patients.
- x Do not share personal information.
- x Demonstrate the ability to adhere to children's rights including confidentiality.
- x 'R QRW GLVFXVV D ERKDFULFV DQG RYHU DT supervisor or other team members directly involved with the treatment of the child.
- x Demonstrate respectful manner when approaching clients to include identifying self and the purpose of her (his) session.
- x Adhere to HIPAA policies and confidentiality.
- x Treat all children equally.
- x Be informed of updated information on practice.
- x %H NQRZOHGJHDEOH RI VLWH¶V VDIHW\ SUHFDXWLRQV L H ILU
- x Makes sure all documentation and charts are kept in a private and secure place.
- x Consistently obtain signed permission forms from parents after clearly explaining purpose RI WKHLU FKLOG¶V SDUWLF LSDWLRQ
- x Consistently display safety within treatment setting.
- x 'HPRQVWUDWH UHVSHFW VHQVLYLYLW\ IURP FOLHQW¶V VSDFH D
- x

- 4. Is aware of potential hazards of equipment being used.
- 5. Aware of sharps at all times.
- x Adhere to facility policy regarding use of modalities, use of sharps, and operating equipment in the OT clinic.
- x Consistently set-up and clean-up of work environment in a manner that prevents injury.
- x Chooses activities that are safe, age appropriate, and appropriate for cognitive/emotional/physical capabilities of clientele.
- x Consistently follows equipment safety protocols.
- x While evaluating and treating, the student should use judgment in safety.

II. Anticipate and prepare for potential difficulties in the community as demonstrated by:

- x Selecting offsite/community activities

- x Co QVLVWHQWO\ DGGUHV V SDUHQW DQG FKLOG¶V FRQFHUQV DQG the connection is easily understood, motivation is maintained, and participation is consistent.
- x Demonstrate the ability to teach the child, family, and others the value of participation in occupational therapy activities.
- x Share the goals/purpose of occupation and OT and parents, teachers, music, and dance therapists for specific clients-with less jargon but tying it into OT.
- x Talk to the child at his/her level of understanding and engage the child in activities at his/her level of need and ability, while working towards goals of improved functioning.
- x & RQVLVWHQWO\ FRODERUDWH ZLWK WKH WHDP ZKLFK LQFOXG order to develop a complete treatment plan.
- x

- x & OHDUO\ DUWLFXODWH WR VXSHUYLVRU ZKR DUH WKH FKLOG¶V are observed in the relationship.
- x Identify through clinical observ DWLRQ SDUHQWDO UHSRUW DQG RWKHU FOLG preferences and dislikes.
- x , QYROYH SDWLHQW¶V QHHGV ZDQWV GHVLUHV ZKHQ GHWHUPLQL agreement with goals of treatment.
- x Interview family members as well as client regarding occupational barriers on a consistent basis.
- x Demonstrate consistent knowledge of age and appropriate roles and patterns of using appropriate language (understandable to client and family) in communication.
- x Utilize formal and informal assessments to determine occupational profile upon initial evaluation.
- x & RQG XFW FOLHQW LQWHUYLHZ WR GHWHUPLQH FOLHQW¶V RFFXS evaluation.

12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

Students will:

- x Complete chart review before conducting evaluation.
- x Speak with other therapists that work with child.
- x %H DZDUH RI FKLOG¶V VtXQGUH HQW OHYHO RI IX
- x Conduct a parent interview to gather relevant information about child.
- x Review chart prior to administration of assessment.
- x Obtain relevant background information from parent/caregiver.
- x Assemble and review information input from teachers, parents, and chart prior to evaluating child.
- x (OLFLW LQIRUPDWLRQ IURP FOLHQWV¶ LQWHUHVWV YDOXHV DQ during evaluation.
- x Review social history, past evaluations, and conduct parent/caregiver interview to gather relevant information to create an occupational profile prior to and during an evaluation.
- x Obtain sufficient/necessary information including child/family/provider report prior to evaluation.
- x \$FFXUDWHO\ UHFRUG DQG UHSRUW SDWLHQW¶V SHUVRQDO DQG administering evaluation/re-evaluation procedures.
- x Obtain information from client to complete evaluation/activity.
- x Rationalize use of assessment for specific client.
- x Adequately obtain relevant information about client necessary to complete planned activity and/or evaluation.
- x Demonstrate 90-100% accuracy in obtaining all relevant data/information prior to the evaluation.
- x Collect and gather relevant data and information prior to evaluation to select appropriate assessment for clients.
- x Obtain information reg DUGLQJ FKLOG¶V DJH SUHVHQWDWLRQ FRQFHUQV functioning, and context prior to choosing assessment tools
- x & RQVLVWHQWO\ HOLFLWV LQIRUPDWLRQ UHJDUGLQJ FOLHQW¶V D culture prior to the evaluation.
- x Identify pertinent information prior to treatment or evaluation through methods including but not limited to:
  - other clinicians, clinical observation;
  - parent report, teacher report;
  - and social/educational/psychological evaluation.

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.

Students will:

x

x \*UDGH LQFUHDVHV RU GHFUHDVHV GHSHQGLQJ RQ WKH FKLOG¶  
WR PDLQWDLQ FKLOG¶V DELOLW\ WR HQJDJH LQ WUHDWPHQW RU

18.

- x Give clear and understandable instructions prior to therapeutic activities.
- x Give appropriate cues and assistance during therapy session.
- x Speak appropriately in team meeting.
- x Give clear and understandable instructions. Respond to questions or behaviors in an appropriate manner.
- x Give appropriate amount of cues/assistance for child to participate in activities.
- x Take into account cultural differences and language barriers (providing handout and information to parents, relatives, etc, in first language).

36. Collaborates with supervisor(s) to maximize the learning experience.

Students will:

- X Be an active part of supervision and feedback.
  - X Take initiative to identify difficulties experienced during evaluation/treatment.
  - X Take initiative to present plan of action to improve performance.
  - x Use feedback provided to come up with strategies/plans for improvement.
  - x Incorporate feedback from supervisor into treatment planning and intervention and discuss outcome.
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38. Responds constructively to feedback.

Students will:

- x Notice and respond to feedback in a way that would encourage an open exchange of ideas and develop entry-level skills in an effective way.
- x <sup>3 + H D U 'ad U P</sup> Provide constructive feedback from supervisor by making suggestions as to what could have been or needs to be changed.
- x Demonstrate an active and positive attitude evidenced by body language and use of voice.
- x Verbalize understanding of feedback and develop effective and measurable goals for improvement as needed.
- x Give ideas and respond to feedback on ways to improve by giving examples of what they would do in future situations.
- x Demonstrate change in behavior that shows an understanding of feedback and a movement towards acquiring professional behaviors.
- x Articulate positive feedback and strengths pointed out by supervisor.