

Competence Document
Therapeutic Interactions

Nashville State Community College
Occupational Therapy Assistant Program

Therapeutic Interactions: Does the student ...	YES	NEEDS IMPROVEMENT	NO	N/A
-- Use appropriate limit setting and/or facilitation techniques to encourage client success	5	3	0	5
-- Organize the environment to facilitate client success (quiet room, limited distractions, etc)	5	3	0	5
--Effectively identify client strengths and weaknesses	5	2	0	5
--Effectively engage client in planned activity	5	3	0	5
--Design the therapeutic intervention so that it is organized and thorough	5	3	0	5
--Adapt activity according to the needs of the client	5	2	0	5
--Ensure that the therapeutic interaction concludes with client success	5	3	0	5
--Understand the clients history and current abilities/limitations?	5	3	0	5
-- Effectively apply information regarding clients history and current abilities/limitations when working with the client?	5	3	0	5
--Position self (physically) to ensure client safety	5	2	0	5

Yes: The individual exhibits these behaviors a minimum of 90% of the time
Needs Improvement: Exhibits behaviors 50-89% of the time, but needs improvement
No: The individual exhibits these behaviors less than 50% of the time

All "Needs Improvement" and "No" marks should be identified through examples.

1. Item:

Example:

Recommendation: _____

2. Item:

Example:

Recommendation: _____

3. Item:

Example:

Recommendation: _____

Comments:

Student Signature Date

Supervisor Signature Date

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**Occupational Therapy Assistant Program
Level I Fieldwork Evaluation**

Student Name: _____

Date(s) of Experience: _____

Program: _____

Class (circle):

OTAP 2110 Fieldwork C

Fieldwork Educator: _____

Scoring: **Part One: Professional Behaviors:** _____ / 155
 Part Two: Therapeutic Interactions: _____ / 50

The purpose of a Level I Fieldwork experience is to provide an opportunity for exposure to occupational therapy intervention and programming or, in the cases where no OT services are currently being provided, exposure to potential growth areas for OT. We encourage as much “hands on” as possible and appropriate within each experience.

Our two-part evaluation is designed to monitor and evaluate the progress the student makes towards a working health care professional. Opportunities for the student to carry out interventions will vary from site to site. The Nashville State Technical Community College Occupational Therapy Assistant Program feels that regardless of the amount of “hands on” opportunities the student has during the experience, the expectation for professional behaviors should be the same. This philosophy is reflected in part-one of our evaluation: the Professional Behaviors Competence Document.

Part One: The Professional Behaviors Competence Document outlines eight major categories of professional behavior. Within each category there are specific behaviors to be rated. A score of “YES” indicates that the behavior is exhibited 90 – 100% of the time. A score of “NEEDS IMPROVEMENT” indicates that the student demonstrates the identified behavior 50 – 89% of the time. If the student demonstrates an identified behavior less than 50% of the time, the score should be marked as “NO”. We recognize that all behaviors may not be observed or demonstrated during a fieldwork experience. In that situation, a score of “N/A” would be marked. If a student receives an “N/A” score, he or she is not penalized as it carries the same numerical weight as a “YES” score.

Part Two: The Therapeutic Interactions Competence Document outlines ten major components of a therapeutic intervention. These essential skills are evaluated using the same scoring scale as the Professional Behaviors Competence Document

For each behavior rated “NEEDS IMPROVEMENT” or “NO” an example should be provided as well as a recommendation for improvement. The evaluation and recommendations should be reviewed with the student at the fieldwork site. These remarks again will be reviewed at the school and, when needed, be followed by a discussion with the student.

Thank you for your participation in our program and your assistance in the educational process of our occupational therapy assistant students.

Scoring Criteria

Professional Behaviors Competence Document (PBCD):

- **Third Level I: Min Score of 124/155**

Grades: 141-155 = A
 123-140 = B
 108- 122 = C

Therapeutic Interactions Competence Document (TICD):

- **Third Level I: Min Score of 40/50**

Grades: 45-50 = A
 40-44 = B
 35-39 = C

The minimum acceptable scores for the PBCD and TICD go up each semester. This occurs because we expect student level of competence to increase each semester they are in the program.

The PBCD and TICD are scored separately because they measure different areas of practice. If scores were combined, a weaker score in one area would bring down the total overall score and not truly reflect student abilities and growth areas.

Competence Document

Professional Behaviors

Nashville State Community College

Occupational Therapy Assistant Program

Professional Behaviors: Does the Individual Exhibit...	YES	NEEDS IMPROVEMENT	NO	N/A
Positive Attitude	5	3	0	5
—Fosters positive communication	5	3	0	5
—Accepts change	5	2	0	5
—Manages stressors in positive and constructive ways	5	3	0	5
Flexibility	5	3	0	5
—Can adapt and cope with change	5	2	0	5
—Modifies performance after feedback	5	3	0	5
Professional communication skills	5	3	0	5
—Practices positive verbal and non-verbal interpersonal communication skills in work interactions	5	3	0	5
—Is concise in verbal and written communication	5	3	0	5
—Handles conflict constructively	5	3	0	5
—Uses assertive communication skills	5	3	0	5
—Written communication demonstrates correct grammar, spelling, punctuation, terminology, etc.	5	3	0	5
A willingness to “go the extra mile”	5	3	0	5
—Seeks ways to improve	5	3	0	5
—Volunteers for additional responsibilities	5	3	0	5
—Takes on additional responsibilities	5	3	0	5
Respect of others	5	3	0	5
—Follows the chain of command	5	3	0	5
—Is supportive of others	5	3	0	5
—Can listen to other viewpoints-whether agree or disagree	5	3	0	5
—Respects diversity	5	2	0	5
—Attentive to guests needs	5	3	0	5
—Is sensitive to others timeframes	5	3	0	5
—Meets deadlines, if unable to meet deadline informs necessary parties and schedules new deadline	5	3	0	5
A “team player” attitude	5	2	0	5
—Strives to achieve team goals	5	3	0	5
—Is proactive and anticipates needs of others	5	3	0	5
—Pools resources and works efficiently within a group.	5	3	0	5
—Assists with resolution development after problem is identified	5	3	0	5
Personal responsibility	5	3	0	5
—Is aware of strengths and weaknesses	5	3	0	5
—Punctual	5	3	0	5
—Demonstrates initiative	5	3	0	5
—Follows safety precautions	5	3	0	5
—Respects and maintains confidentiality	5	3	0	5
—Demonstrates an awareness of/follows the Code of Ethics	5	3	0	5
Appropriate dress and hygiene	5	3	0	5
—Follows program guidelines	5	3	0	5

Yes: The individual exhibits these behaviors a minimum of 90% of the time

Needs Improvement: Exhibits behaviors 50-89% of the time, but needs improvement

No: The individual exhibits these behaviors less than 50% of the time

All "Needs Improvement" and "No" marks should be identified through examples.

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Developed by Donna Whitehouse, MHA, OTR

Chris Ahr, OTR, Debbie Dinzebach, OTR and Jan

Duchek, PhD

Each "Needs Improvement" and "No" mark should be documented through examples.

Recommendations for improvement are appreciated. Students will meet with the Coursemaster of the Professional Practice class for areas needing improvement.

Action plans incorporating the suggestions of each fieldwork site will be developed at the school in an effort to address areas identified.

1. Item:

Example: _____

Recommendation: _____

2. Item:

Example: _____

Recommendation: _____

3. Item:

Example: _____

Recommendation: _____

4. Item:

Example: _____

Recommendation: _____

5. Item:

Example: _____

Recommendation: _____

Comments:

Student Signature Date

Supervisor Signature Date