



## STUDENT MANUAL

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*“Believe in people, give them the respect  
and tools they need to succeed,  
and they will never cease to amaze you.”*

*- Dr. Tim Fox, Founder*

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## **FOX MISSION**

To rehabilitate lives by believing in the strength of people. To believe in our people—allowing them the autonomy to facilitate and provide clinically excellent care to our community with compassion and respect. To believe in our patients and their ability to achieve what they once thought impossible—optimal function to rehabilitate their lives.

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# UNIVERSITY RELATIONS DIRECTORY

## CLINICAL PRACTICE LEADERS

ClinicalPracticeLeaders\_UR@foxrehab.org

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### HEATHER CRONIN, PT, DPT, GCS

Senior Clinical Practice Leader  
of University Relations  
Site Coordinator of Clinical Education

### JOVANNI CIFALOGGIO, PT, DPT

Clinical Practice Leader of University Relations  
Site Coordinator of Clinical Education

## UNIVERSITY RELATIONS

UniversityRelations@foxrehab.org

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### JOSH BILLS

Senior University Relations Specialist

### CARISSA ANDRUS

University Relations Specialist

### CRYSTA ZURAD-DURYEA

University Relations Specialist

- *Any questions/concerns throughout a student's clinical experience should be communicated to the Clinical Practice Leaders immediately. Clinical Practice Leaders should be the only point of contact between FOX and university representatives.*
- *Please refrain from communicating with universities without first contacting the Clinical Practice Leaders.*
- *The dedicated Clinical Practice Leader for each university partner and discipline will be clearly identified in the welcome email to each student with CI/FWE, RQAL, Sr QAPD, and RD included on this email.*

# STUDENT RESPONSIBILITIES

*FOX Rehabilitation clinicians provide the highest quality rehabilitation to the geriatric patient with compassion and respect, utilizing traditional and evidence-based interventions. Clinicians will employ all their assessment, evaluation, teaching, training, and manual skills in handling patients within a variety of settings – Residential Home, Senior Living Community, Adult Medical Day Care, and Senior Hi-Rise. The clinician's major goal is to assist patients in achieving optimal function and meaningful lives.*

*FOX clinicians work one-on-one with patients to develop a unique plan of care tailored to each individual in the comfort of their home. All FOX clinicians are continuously trained on geriatric-care research, outcome measures, assessment techniques, and treatments through journal articles, in-services, and continuing education classes. Through our philosophy, organizational structure, and clinical experiences, FOX clinicians are enthusiastic, happy, well-trained, and have a team spirit that allows them to care about each other, as well as the success of our practice as a whole.*

**PRIOR TO START:** Students will receive an email from a Clinical Practice Leader with instructions for on-boarding with all requirements outlined. The regional mentor will be included on this email at least 6 weeks prior to start date, and this will serve as the introduction to start communication. Additional information for the clinical experience can be found at our PRIVATE student website <https://www.foxrehab.org/student-affiliation/> (Password: FOXStudent!)

## OVERALL EXPECTATIONS:

- Become an active part of the clinical team
- Implement evidenced-based practice
- Develop strong basic repertoire of activities for use in treatment
- Recognize how theoretical frameworks are applied in treatment
- Identify attributes of self as a clinician
- Develop strong, clinically-based treatment interventions
- Develop skills in administering evaluations and reviewing results with clinical instructor/fieldwork educator
- Be responsible for case management of direct patient care
- Full time students should achieve entry level competency in documentation: initial evaluation, reevaluation, progress reports, discharge reports, standardized and functional outcome measures established by clinical instructor/fieldwork educator; caregiver education/interventions

## EXIT INTERVIEW:

- Clinical Instructor/Fieldwork Educator to complete feedback in Taleo two weeks prior to completion
- Student to complete survey prior to completion of rotation: [www.surveymonkey.com/r/VLNXJNH](http://www.surveymonkey.com/r/VLNXJNH) (click on hyperlink)
- Student should be responsive to emails that will direct coordination of a scheduled call with a Clinical Practice Leader of University Relations prior to completion of clinical affiliation

## RECOMMENDED PARTICIPATION:

- Complete a “[FOX Learning Series](#)” (click on hyperlink) project: journal club, podcast, case study, facility in-service, team meeting presentation. More information on this collaborative project will be found on the student page of our website
- Attend bi-monthly regional meetings (virtually as needed)
- Spend observation time (minimum of ½ day) with counterpart disciplines (subject to current environment)
- Attend a marketing event as deemed appropriate from supervising CI/FWE and Regional Director
- Schedule a meeting with regional leadership to review potential employment opportunities post graduation as deemed appropriate (CI/FWE will assist in coordination of meeting)



# STUDENT RESPONSIBILITIES

*Recommended guideline for a 12 week student clinical internship. Please contact the Clinical Practice Leaders team to adapt for shorter or longer clinical internships as needed, and in the event of low caseload (Clinical Practice Leaders will assist with FOX Learning Series options to optimize student experience). Prior to start of Clinical Rotation, please review all documents provided in the on-boarding process. Please see [COVID-19 RESOURCES](#) (click on hyperlink) tab on our student website for further details regarding operating student program in the field.*

WEEK	RESPONSIBILITIES
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Review the FOX Rehabilitation Organizational Structure, Mission Statement, Practice Philosophy (<a href="http://www.foxrehab.org">www.foxrehab.org</a>)</li> <li>• Review Behavioral Objectives with CI/FWE</li> <li>• Follow instructions on <a href="#">Student Documentation Instructions</a> (click on hyperlink) guide to set up log-in information for Raintree EHR system</li> <li>• Review the <a href="#">case study</a> (click on hyperlink) provided with CI/FWE</li> <li>• Begin to orient to facility, as applicable</li> <li>• Review <a href="#">Clinical Resource Guide</a> (click on hyperlink) Clinical Decision Making for Vital Sign Monitoring, Quick Reference Guide: Vital Signs, Effects of Medication, and Emergency Situation guides.</li> <li>• Topics to Review             <ul style="list-style-type: none"> <li>- How to complete a chart Review</li> <li>- Documentation                 <ul style="list-style-type: none"> <li>- New patient procedure</li> <li>- Request for Referral procedure</li> <li>- Note types (evaluation, treatment, progress reports, re-certifications, re-evaluations, and discharges)</li> <li>- Documentation and Billing Guidelines</li> <li>- Patient assignment protocol</li> </ul> </li> </ul> </li> <li>• Review <a href="#">FOX Documentation/Billing Guidelines</a> (click on hyperlink)</li> <li>• Assist Clinical Instructor/Fieldwork Educator with documentation of activities</li> <li>• Begin to assist with patient-specific treatments as deemed appropriate by Clinical Instructor/Fieldwork Educator</li> <li>• Start with one patient on caseload - treatment intervention</li> <li>• Weekly meeting to discuss observations, questions, documentation, evidence-based research and treatment strategies</li> <li>• Formal weekly treatment plans to be completed prior to start of care for each patient on caseload as deemed appropriate</li> <li>• Perform Vital Signs Competency and Functional Transfer Competency</li> <li>• As needed, CI/FWE to complete and discuss with student: <a href="#">Student/Supervisor Weekly Review</a> (click on hyperlink) document</li> </ul>

# STUDENT RESPONSIBILITIES

<p><b>Week 2</b></p>	<ul style="list-style-type: none"> <li>• Review <a href="#">Navigating the Medicare Maze</a> (click on hyperlink) document found under additional resources</li> <li>• Review <a href="#">PT Cognitive Assessments &amp; Functional Measures</a> (click on hyperlink) and <a href="#">OT Functional Outcome Measures &amp; Standardized Objective Measures</a> (click on hyperlink) found under additional resources</li> <li>• Continued observation of initial evaluations, treatment sessions, documentation and billing</li> <li>• Student should choose a minimum of 1-2 patients for treatment sessions</li> <li>• Student participation in evaluations (all or part) at discretion of clinical instructor/fieldwork educator</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<p><b>Week 3</b></p>	<ul style="list-style-type: none"> <li>• Continue to refine treatment and evaluation skills</li> <li>• Student should work with a minimum of 2-3 patients consistently</li> <li>• Discuss weekly treatment plans for patients on caseload</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<p><b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Student should work with a minimum of 3-4 patients consistently</li> <li>• Discuss student project/in-service as applicable to specific program requirements and begin work on outline. Curriculum specific projects can substitute for FOX Learning Series project. See student page of our website for full detail on the <a href="#">FOX Learning Series</a> (click on hyperlink)</li> <li>• Continue to review formal treatment strategies for patients on caseload</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<p><b>Week 5</b></p>	<ul style="list-style-type: none"> <li>• Student should work with a minimum of 4-5 patients consistently</li> <li>• Begin work on mid-term review</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<p><b>Week 6</b></p>	<ul style="list-style-type: none"> <li>• Student should work with a minimum of 5-6 patients consistently</li> <li>• Discuss student goals for remainder of affiliation</li> <li>• Complete midterm evaluation</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<p><b>Week 7</b></p>	<ul style="list-style-type: none"> <li>• Student should work with a minimum of 6-7 patients consistently</li> <li>• Update Clinical Instructor/Fieldwork Educator with status of project/in-service</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<p><b>Week 8</b></p>	<ul style="list-style-type: none"> <li>• Student should work with a minimum of 7-8 patients consistently</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>

# STUDENT RESPONSIBILITIES

<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Student should work with a minimum of 8-9 patients consistently</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Student should work with a minimum of 9-10 patients consistently</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• Student should maintain a caseload of a minimum of 10 patients</li> <li>• In-service and/or student project completed</li> <li>• Begin work on final review</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• Student should maintain a minimum caseload of 10+ patients</li> <li>• Complete Final Performance Evaluation</li> <li>• The student can obtain a copy of all clinical evaluations at his or her request.</li> <li>• As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document</li> </ul>

## LEVEL 1 (PART TIME) OBJECTIVES:

- Understand the role of the PT/OT in our practice setting, including factors and constraints to current practice
- Understand the importance of the team in meeting patients' health care needs
- Demonstrate knowledge of the referral/screening through discharge process
- Demonstrate the ability to locate critical information in a patient chart, explain how that information is integrated into evaluation and intervention choices
- Demonstrate the ability to develop rapport with patients and caregivers, while utilizing basic interview and evaluation skills
- Develop a supervisory relationship and demonstrate professional behavior, including awareness of patients' rights, confidentiality, and safety, and ability to accept critical/constructive feedback
- Develop beginning levels of practice and theory application of patient-centered assessment and intervention approaches observed at FOX
- Understand the utilization of formal and informal assessments, and observe/participate as appropriate
- Practice basic PT/OT procedures for intervention

# POINTS TO CONSIDER WITH SCHEDULING

- Medicare week runs from Monday through Sunday
- Attempt to see patients on days opposite other disciplines if possible
- Only one-on-one treatments with patients (no group therapy sessions). Co-treatments with other disciplines are acceptable if appropriate; billing time must be split
- Communicate with other discipline(s) involved in care of patient frequently to discuss progress, goals, and to avoid duplication of services
- Be aware of specific community schedules/policies
  - Dining hours
  - Medication schedules
  - Doctor visits
  - Trips/Outings
  - Special events impacting patient availability, i.e. hairdresser, bingo, etc.
- Frontload schedule early in the week to allow for unexpected cancellations to be made
- Schedule residential patients in clusters with respect to geographic area

# VITAL SIGNS COMPETENCY

CLINICIAN NAME: \_\_\_\_\_

VITAL SIGN MEASUREMENT	CLINICIAN PERFORMANCE	
BLOOD PRESSURE	Y	N
<b>PATIENT INTERACTION</b>		
Approach/explanation of blood pressure to patient		
Patient dignity during vitals (respectful touch)		
<b>STANDARD PRECAUTIONS</b>		
Stethoscope diaphragm and ear pieces cleaned with alcohol (before procedure)		
Clinician washes hands		
<b>COMPLETION OF MEASUREMENT</b>		
Patient comfortably seated with arm supported		
Patient's sleeve lifted or garment removed; not rolled		
Clinician ensures cuff is deflated		
Clinician palpates the brachial artery pulse in the antecubital space		
Clinician positions patient's arm in line with the heart		
Clinician places deflated cuff to the arm with the center of the bladder over the medial aspect of the arm 1" above the antecubital space. Manometer should be easily observed.		
Clinician places stethoscope in ears with ear pieces directed forward		
Clinician places stethoscope diaphragm where brachial artery was palpated and holds in place with one hand		
Clinician properly closes off valve on sphygmo bulb		
While palpating brachial artery, clinician pumps cuff until the radial pulse is no longer felt. Clinician identifies this baseline.		
Clinician ensures cuff is deflated		
Clinician places stethoscope diaphragm where brachial artery was palpated and holds in place with one hand		
Clinician pumps cuff to 20-30 mmHg above the baseline – no higher than 200 mm Hg and slowly releases air from the cuff valve on the bulb		
Clinician records first beat (systolic) and last beat (diastolic) heard		
Clinician fully deflates cuff of sphygmo and cleans stethoscope with alcohol		
Clinician accurately records mm Hg on documentation form		
PULSE	Y	N
<b>PATIENT INTERACTION</b>		
Approach/Explanation of heart rate to patient		
Patient dignity during visits		
<b>COMPLETION OF MEASUREMENT (RADIAL)</b>		
Clinician places 2-3 fingers (not thumb) 2" below thumb base (radial base) on the radial artery		
Clinician calculates number of beats in one minute, 30 seconds (x2), or 15 seconds (x4)		
Clinician accurately records beats per minute (bpm) on documentation form		
RESPIRATION RATE	Y	N
<b>Patient INTERACTION</b>		
Approach/Explanation of respiration rate to patient		
Patient dignity during vitals		
<b>COMPLETION OF MEASUREMENT</b>		
Clinician appropriately measures the respiration cycle. Observation, places hand lightly on patient's forearm resting on their abdomen or places hand on their chest.		
Clinician calculates number of breaths in one minute, 30 seconds (x2), or 15 seconds (x4)		
Clinician accurately records respirations per minute (rpm) on documentation form		

Please keep for your records. Share with Clinical Practice Leader only if concerns noted.



PHYSICAL, OCCUPATIONAL, & SPEECH THERAPY.  
FOX REHABILITATES LIVES.

T 877.407.3422 | W foxrehab.org

\_\_\_\_\_  
CI/FWE Signature

\_\_\_\_\_  
Date

# FUNCTIONAL TRANSFER COMPETENCY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## PERFORMANCE:

RESIDENT INTERACTION	TRANSFER	
	YES	NO
Approach / Introduction of activity to resident	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate instructions and demonstration based on resident's response	<input type="checkbox"/>	<input type="checkbox"/>
Proper safety awareness	<input type="checkbox"/>	<input type="checkbox"/>
<b>USE OF BODY MECHANICS</b>		
Bend at knees	<input type="checkbox"/>	<input type="checkbox"/>
Maintain close proximity to resident	<input type="checkbox"/>	<input type="checkbox"/>
Use wide base of support during transfer	<input type="checkbox"/>	<input type="checkbox"/>
Do not twist	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMPLETION OF TRANSFER</b>		
Wheelchair is positioned appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Wheelchair leg rests are removed	<input type="checkbox"/>	<input type="checkbox"/>
Wheelchair brakes are locked	<input type="checkbox"/>	<input type="checkbox"/>
<b>Stand Pivot Transfer:</b>		
Clinician uses proper hand placement to provide <b>lowest level of assistance</b> to resident	<input type="checkbox"/>	<input type="checkbox"/>
Clinician demonstrates and / or instructs resident to do the following:		
Resident weight shifts forward in wheelchair	<input type="checkbox"/>	<input type="checkbox"/>
Resident pushed up from surface to standing	<input type="checkbox"/>	<input type="checkbox"/>
Resident pivots	<input type="checkbox"/>	<input type="checkbox"/>
Resident reaches back and grabs stable surface and sits	<input type="checkbox"/>	<input type="checkbox"/>
Resident completes the transfer successfully	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sliding Board Transfer:</b>		
Arm rest (one close to bed) is removed	<input type="checkbox"/>	<input type="checkbox"/>
Sliding board is positioned accurately under resident's buttocks and at a diagonal to the wheelchair	<input type="checkbox"/>	<input type="checkbox"/>
Clinician uses proper hand placement to provide <b>lowest level of assistance</b> to resident	<input type="checkbox"/>	<input type="checkbox"/>
Clinician demonstrates and / or instructs resident to do the following:		
Resident lifts and moves body across sliding board	<input type="checkbox"/>	<input type="checkbox"/>
Resident reaches for armrest and maneuvers into wheelchair seat	<input type="checkbox"/>	<input type="checkbox"/>
Resident removes sliding board	<input type="checkbox"/>	<input type="checkbox"/>
Resident and / or clinician replace arm rest	<input type="checkbox"/>	<input type="checkbox"/>
Resident completes the transfer successfully	<input type="checkbox"/>	<input type="checkbox"/>



# FUNCTIONAL TRANSFER COMPETENCY

COMMENTS:

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

*Please keep for your records. Share with Clinical Practice Leader only if concerns noted.*



# PHYSICAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>Practices in a safe manner that minimizes risk to patients, self and others.</p>	<ul style="list-style-type: none"> <li>• The student will familiarize him/herself with the APTA's Code of Ethics, FOX Rehabilitation's, assisted living facilities', and adult medical day programs' policies and procedures as stated in the student's FOX Rehabilitation clinical manual and individual facilities' safety manuals relating to fire, safety and infection control.</li> <li>• The student will understand and comply with universal precautions and will adhere to guidelines at all times.</li> <li>• The student will demonstrate optimal safety awareness of self, patient, and others present.</li> <li>• The student will consistently analyze evaluation/treatment space for potential safety hazards prior to start of evaluation/treatment encounter.</li> <li>• The student uses equipment only after proper instruction, and fully complies with all FOX Rehabilitation's policies and procedures regarding fire, safety and infection control.</li> <li>• The student will demonstrate safe set-up of transfer to all surfaces.</li> <li>• The student will demonstrate/utilize ergonomically appropriate proper body mechanics during physical therapy treatment sessions.</li> <li>• The student will continuously monitor patient's response to treatment and modify as appropriate.</li> </ul>
<p>Demonstrates professional behavior in all situations.</p>	<ul style="list-style-type: none"> <li>• The student demonstrates consistent work behaviors as follows: by taking the initiative to familiarize him/herself with diagnoses and medical conditions that are commonly encountered with geriatric population without consulting student's supervisor; by being prepared to evaluate and treat patients at any time, by showing dependability in attendance and punctuality; and by maintaining the work site so that it is safe and effective for patient evaluation and treatment.</li> <li>• The student prepares a daily program for self and schedules the appropriate amount of time for documentation and preparation/completion of all tasks, including direct patient care time, meeting time, and family meetings.</li> <li>• The student shows flexibility with scheduling and is able to prioritize tasks within time constraints.</li> <li>• The student shows initiative in utilizing recommended time management strategies.</li> <li>• The student consistently collaborates with his/her supervisor(s) to maximize the learning experience by coming prepared to supervisory sessions with a list of questions and reflections, actively participating in supervisory meetings, seeking supervision when necessary and being receptive to/recognizing the value of positive and constructive feedback from the supervisor.</li> <li>• The student actively solicits feedback from his/her supervisor on a regular basis, and articulates a plan for responding to feedback.</li> </ul>

# PHYSICAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>Practices in a manner consistent with established legal and professional standards and ethical guidelines.</p>	<ul style="list-style-type: none"> <li>• The student will familiarize him/herself with the APTA's Code of Ethics and FOX Rehabilitation's policies and procedures as stated in the student's FOX Rehabilitation clinical manual.</li> <li>• The student will demonstrate understanding of the importance of adhering to the APTA's Code of Ethics and FOX Rehabilitation's policies and procedures.</li> <li>• The student will abide by all state and federal laws and regulations governing the practice of physical therapy.</li> <li>• The student will identify and communicate any situations in which legal questions are present.</li> <li>• The student will maintain patient confidentiality as stated by HIPPA.</li> </ul>
<p>Communicates in ways that are congruent with situational needs.</p>	<ul style="list-style-type: none"> <li>• The student will clearly and effectively communicate verbally and nonverbally with all patients, their families and/or significant others, colleagues, service providers and the public.</li> <li>• The student consistently writes narrative material to staff, patients, families and/or significant others or other interested parties in a legible fashion, using proper spelling, punctuation and grammar.</li> <li>• The student takes responsibility for proofreading all written communications and making the necessary corrections on official documentation in a manner consistent with FOX Rehabilitation policy.</li> <li>• The student demonstrates ability to communicate with a variety of persons/entities that have varying levels of technical understanding, and can appropriately select language that clearly and accurately conveys the necessary information so that it may be understood: using language that is appropriate for the level of medical expertise, and taking the time to define all medical terms when necessary.</li> </ul>
<p>Adapts delivery of physical therapy services with consideration for patients' differences, values, preferences, and needs.</p>	<ul style="list-style-type: none"> <li>• The student demonstrates respect for diversity factors of others, including but not limited to sociocultural, socioeconomic, spiritual and lifestyle choices, at all times when interacting with patients, families, and/or significant others, and all FOX Rehabilitation staff.</li> <li>• The student's respect for diversity extends to the assessment process, formulation of a treatment plan and selection of treatment activities/modalities.</li> </ul>
<p>Participates in self-assessment to improve clinical and professional performance.</p>	<ul style="list-style-type: none"> <li>• The student takes responsibility for attaining professional competence by seeking out learning opportunities, such as attending all student lectures, in-services and/or presentations, attending all other student lectures, in-services and/or presentations, attending all FOX Rehabilitation in-services and continuing education courses, completing the student assignments as outlined in the student manual, reading relevant literature, Requesting feedback from the supervisor(s) and other staff, observing/interacting with other disciplines.</li> <li>• The student demonstrates awareness of his/her own strengths and limitations and identifies areas that need continued improvement.</li> <li>• The student consistently demonstrates positive interpersonal skills, including but not limited to, cooperation, flexibility, tact and empathy, when interacting with patients, families and/or significant others, and all FOX Rehabilitation staff.</li> </ul>

# PHYSICAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.</p>	<ul style="list-style-type: none"> <li>• The student sets forth a clear and logical rationale for decisions made as requested by student's supervisor, other medical personnel, the patient, family and/or significant others in language that is appropriate for the recipient of the information.</li> <li>• The student will critically evaluate published research articles relevant to physical therapy and apply to clinical practice.</li> </ul>
<p>Determines with each patient encounter the patient's need for further examination or consultation by a physical therapist or referral to another health care professional.</p>	<ul style="list-style-type: none"> <li>• The student will identify critical signs and symptoms that warrant physical therapy examination.</li> <li>• The student will recognize the importance of active involvement of the patient's social support team throughout the plan of care with a strong focus on discharge planning.</li> <li>• The student will determine the needs of and available resources for patients.</li> <li>• The student will recommend referrals based on expertise and effectiveness of providers.</li> <li>• The student will assist the patient in accessing resources and coordinating the services of other health care providers.</li> </ul>
<p>Performs a physical therapy patient examination using evidenced-based tests and measures.</p>	<ul style="list-style-type: none"> <li>• The student demonstrates knowledge of standardized versus non-standardized assessment methods, and selects relevant assessment methods while considering such factors as patient's priorities, context(s), theories and evidence-based practice.</li> <li>• The student is competent in choosing particular assessment methods, and will become proficient in performing identifying and performing the most appropriate FOM's for each patient.</li> <li>• The student sets up the environment appropriate for formal/informal evaluations, i.e., considers the time of day, noise level, use of area where event normally occurs.</li> <li>• Before seeing each new patient, the student reviews the patient's medical chart and discusses the case with pertinent team members.</li> <li>• The student also obtains information from the patient, family, significant others and other team members pertaining to the history of the present illness, past medical/surgical history, and the patient's contextual factors.</li> <li>• The student demonstrates competence in consistently administering both FOX Rehabilitation's evaluation and standardized/non-standardized evaluations for which specific training has been received.</li> </ul>
<p>Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.</p>	<ul style="list-style-type: none"> <li>• The student interprets objective information accurately and uses information appropriately to develop an assessment that includes: current physical performance strengths, potential for improvement, impact of functional deficits on performance, physical therapy needs which reflect planned interventions.</li> </ul>
<p>Determines a diagnosis and prognosis that guides future patient management.</p>	<ul style="list-style-type: none"> <li>• The student will establish appropriate ICD10 DX Codes based upon their findings.</li> <li>• The student will integrate all of the data and formulate an accurate prognosis.</li> </ul>

# PHYSICAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.</p>	<ul style="list-style-type: none"> <li>• The student establishes an appropriate POC based on evaluation results, including relevant short term and long term goals.</li> <li>• The student writes a treatment plan that is based upon their clinical analysis along with patient specific goals.</li> <li>• The student will determine appropriate number of visits needed to achieve goals and be able to adequately identify when further services are needed.</li> <li>• The treatment plan is appropriate and patient-centered. The treatment plan reflects knowledge and application of physical therapy theory and evidence-based practice.</li> </ul>
<p>Performs physical therapy interventions in a competent manner.</p>	<ul style="list-style-type: none"> <li>• The student articulates a clear and logical rationale for the intervention process by preparing a written initial evaluation that reflects an appropriate treatment plan (including, but not limited to: STGs, LTGs, POC, a projected discharge plan, and an indication that the patient understands the purpose/need/benefit of skilled physical therapy services and wants to actively participate in therapy.</li> <li>• The student articulates the treatment plan appropriately with the student's supervisor, other disciplines, family and significant others.</li> <li>• The student utilizes evidence-based resources to guide the intervention process.</li> <li>• The student consistently selects purposeful and goal-oriented activities that reflect the patient's values, beliefs, interests and abilities.</li> <li>• The student consistently utilizes input from the patient, family and significant others to develop appropriate patient-centered intervention plans.</li> <li>• The student consistently demonstrates the ability to upgrade/downgrade the task/treatment approach when appropriate.</li> <li>• The student demonstrates the ability to modify the task/treatment approach within a timely manner, i.e. within the treatment session.</li> </ul>
<p>Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.</p>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates the ability to clearly and objectively discuss patient progress, current functional status, and remaining POC with the student's supervisor, patient, family and/or significant others.</li> <li>• The student consistently is able to articulate their clinical reasoning to their supervisor, patient, family, and/or significant others reflecting why the treatment plan needs to be altered.</li> <li>• The student observes and appropriately responds to changes in the patient's physical and emotional status by modifying the treatment plan.</li> </ul>
<p>Produces quality documentation in a timely manner to support the delivery of physical therapy services.</p>	<ul style="list-style-type: none"> <li>• The student will document all aspects of physical therapy care including examination, evaluation, plan of care, treatment, response to treatment, discharge planning, family conferences, and communication with others involved in delivery of patient care.</li> <li>• The student will produce documentation in the format outlined in the FOX policy and procedure's manual.</li> </ul>

# PHYSICAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.</p>	<ul style="list-style-type: none"> <li>• The student will consistently use outcome measures throughout the patient’s episode of care.</li> <li>• The student will respond to patient and family satisfaction with the delivery of care.</li> <li>• The student will accurately assess the patient’s response to intervention and make adjustments accordingly.</li> <li>• The student will participate in quality assurance, peer review and utilization review as per FOX Rehabilitation’s policies.</li> </ul>
<p>Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.</p>	<ul style="list-style-type: none"> <li>• The student will accurately submit patient charges and adhere to reimbursement guidelines as per Medicare and other insurance carrier guidelines.</li> <li>• The student will provide recommendations for equipment and supplies needed.</li> <li>• The student will familiarize him/herself with the weekly schedule of facilities, accommodating to meetings, activities, and preferred treatment times.</li> <li>• The student will manage a daily schedule allowing time for documentation, treatment preparation, supervisor feedback/discussion, meetings/rounds, and direct treatment time.</li> <li>• The student shows flexibility with scheduling and is able to prioritize tasks within time constraints.</li> <li>• The student shows initiative in utilizing recommended time management strategies or soliciting new time management strategies, if needed.</li> <li>• The student will achieve and maintain planned caseload levels within the timeframes designated.</li> </ul>
<p>Directs and supervises personnel to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines.</p>	<ul style="list-style-type: none"> <li>• The student will delegate physical therapy related tasks that can be legally and ethically delegated to facility personnel and family members.</li> <li>• The student will monitor and provide regular feedback to the support personnel.</li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

## I. FUNDAMENTALS OF PRACTICE CORRESPONDING SITE-SPECIFIC OBJECTIVE

<p>1. Adheres to AOTA's Code of Ethics and site's policies and procedures including, when relevant, to those related to human subject research.</p>	<ul style="list-style-type: none"> <li>• The student will familiarize him/herself with the AOTA's Code of Ethics and FOX Rehabilitation's policies and procedures as stated in the student's fieldwork manual.</li> <li>• The student will demonstrate understanding of the importance of adhering to the AOTA's Code of Ethics and FOX Rehabilitation's policies and procedures by taking initiative to incorporate them into daily practice along with asking any related questions.</li> <li>• The student will be able to cite specific ethical "crossroads" in practice.</li> </ul>
<p>2. Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.</p>	<ul style="list-style-type: none"> <li>• The student will familiarize him/herself with the policies and procedures of FOX Rehabilitation, assisted living facilities', and adult medical day programs' along with all facilities' safety manuals relating to fire, safety, and infection control.</li> <li>• The student will comply with universal precautions and will adhere to guidelines at all times.</li> <li>• The student will demonstrate understanding the importance of adhering to the AOTA's Code of Ethics and the organization's and facilities' policies and procedures by taking responsibility for asking any related questions in order to comply with them and by taking the initiative to incorporate them into daily practice.</li> <li>• The student will seek out assistance when needed.</li> </ul>
<p>3. Uses judgment in safety in regard to self and others.</p>	<ul style="list-style-type: none"> <li>• The student demonstrates optimal safety awareness at all times.</li> <li>• The student will consistently analyze evaluation/treatment space for potential safety hazards prior to start of and during evaluation/treatment encounters.</li> <li>• The student will anticipate problems along with possible solutions prior to and during all treatment encounters.</li> <li>• The student uses equipment only after proper instruction, and fully complies with all FOX Rehabilitation's policies and procedures regarding fire, safety, and infection control.</li> <li>• The student will demonstrate safe techniques of transfers to all surfaces.</li> <li>• The student will demonstrate/utilize ergonomically appropriate proper body mechanics during occupational therapy treatment sessions.</li> <li>• The student will demonstrate safe use of equipment.</li> <li>• The student will continuously monitor patient's response to treatment and modify as needed.</li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

## II. BASIC TENETS

<p>4. Clearly, confidently, and accurately articulates the values, beliefs, and roles of occupational therapy as a method and desired outcome of occupational therapy to patients, families, significant others, colleagues, service providers, and the public.</p>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates these behaviors during all professional interactions via written communication, verbal communication, and modeling upon request or as appropriate for a given situation.</li> </ul>
<p>5. Collaborates with patient, family, and significant others throughout the occupational therapy process.</p>	<ul style="list-style-type: none"> <li>• The student recognizes the importance of the patient, family, and/or significant others being aware of initial and continuing functional status and progress to facilitate their involvement in the evaluation and treatment processes and to promote discharge planning.</li> <li>• The student solicits and respects input from the patient, family, and/or significant others and will incorporate their input into their POC.</li> <li>• The student contacts and updates POA upon initial evaluation, throughout POC as needed, and upon D/C.</li> </ul>

## III. EVALUATION AND SCREENING

<p>6. Articulates a clear and logical rationale for the evaluation process.</p>	<ul style="list-style-type: none"> <li>• The student sets forth a clear and logical rationale for the evaluation process in language that is appropriate for the recipient of the information.</li> </ul>
<p>7. Selects relevant screening and assessment methods while considering such factors as patient's priorities, context(s), theories, and evidence-based practice.</p>	<ul style="list-style-type: none"> <li>• The student demonstrates knowledge of standardized versus non-standardized assessment methods, and selects relevant assessment methods.</li> <li>• The student demonstrates appropriate selection of FOM with reference to diagnosis and needs of patient.</li> <li>• The student sets up the environment appropriate for formal/informal evaluations, i.e., considers the time of day, noise level, use of area where event normally occurs.</li> </ul>
<p>8. Determine patient's occupational profile and performance through appropriate assessment methods.</p>	<ul style="list-style-type: none"> <li>• The student routinely determines the patient's occupational profile and occupational performance by obtaining information including, but not limited to, the following:             <ul style="list-style-type: none"> <li>- Diagnosis</li> <li>- Precautions</li> <li>- Social History</li> <li>- Occupational roles</li> <li>- Current Functional Status</li> <li>- Patient/caregiver's goals</li> <li>- Current living situation</li> <li>- Daily routine</li> <li>- Leisure interests</li> <li>- Prior functional status</li> <li>- Durable Medical Equipment owned</li> </ul> </li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>9. Assesses patient factors and context(s) that support or hinder occupational performance.</p>	<ul style="list-style-type: none"> <li>• The occupational therapy patient evaluation process includes the student assessment of the patient’s body structures and body functions as well as the patient’s contextual factors, i.e., environmental factors and personal factors, to determine which support and hinder occupational performance.</li> </ul>
<p>10. Obtains sufficient and necessary information from relevant resources such as patient, families, significant others, service providers, and records prior to and during the evaluation process.</p>	<ul style="list-style-type: none"> <li>• Before treating each new patient, the student reviews the patient’s medical chart, and discusses the case with pertinent team members.</li> <li>• The student also obtains information from the patient, family, significant others, and other team members pertaining to the history of the present illness, past medical/surgical history, and the patient’s contextual factors.</li> </ul>
<p>11. Administers assessments in a uniform manner to ensure findings are valid and reliable</p>	<ul style="list-style-type: none"> <li>• The student demonstrates competence in consistently administering FOX Rehabilitation’s evaluation and standardized/non-standardized evaluations for which specific training has been received.</li> <li>• Administration of assessments is done in a uniform manner across a variety of patient contexts.</li> </ul>
<p>12. Adjusts/modifies the assessment procedures based on patient’s needs, behaviors, and culture.</p>	<ul style="list-style-type: none"> <li>• The student will provide instructions appropriately based upon the patient’s cognition, functional level, interests, communication, and learning capabilities.</li> <li>• The student administers the evaluation in an objective, supportive manner.</li> </ul>
<p>13. Interprets evaluation results to determine patient’s occupational performance strengths and challenges.</p>	<ul style="list-style-type: none"> <li>• The student interprets objective information accurately and completely, and uses information appropriately to develop an accurate assessment that includes:             <ul style="list-style-type: none"> <li>- Patient’s current occupational performance strengths</li> <li>- Patient’s potential for improvement</li> <li>- Impact of functional deficits on performance</li> </ul> </li> </ul>
<p>14. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as patient’s priorities, context(s), theories, and evidence-based practice.</p>	<ul style="list-style-type: none"> <li>• The student establishes an accurate and appropriate treatment plan based on the evaluation results that includes establishing short-term goals (STGs) and long-term goals (LTGs), as well as Plan of Care (POC).</li> <li>• The student writes a treatment plan that reflects that incorporates patient-specific goals.</li> <li>• The student will determine appropriate number of visits needed to achieve goals and be able to adequately identify when further services are needed.</li> <li>• The treatment plan is patient-centered and pertinent to the areas of occupation, performance skills, performance patterns, patient factors, and contextual factors as identified in the assessment. The treatment plan reflects knowledge and application of occupational therapy theory and evidence-based practice.</li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>15. Documents the results of the evaluation process that demonstrates objective measurement of patient's occupational performance.</p>	<ul style="list-style-type: none"> <li>• The student records results of evaluation accurately, completely, and concisely using the appropriate occupational therapy documentation forms.</li> <li>• The student assigns the appropriate performance level based on observations/objective measures.</li> <li>• The student is able to discern the most pertinent patient factors to be included and prioritize those that impact most on the following:             <ul style="list-style-type: none"> <li>- Discharge planning</li> <li>- Patient goals</li> <li>- Patient's present level of function</li> <li>- Potential for improvement</li> </ul> </li> </ul>
<p><b>IV. INTERVENTION</b></p>	
<p>16. Articulate a clear and logical rationale for the intervention process.</p>	<ul style="list-style-type: none"> <li>• The student articulates a clear and logical rationale for the intervention process by preparing a written initial evaluation that reflects an appropriate treatment plan (including, but not limited to: STGs, LTGs, POC, a projected discharge plan, and an indication that the patient understands the purpose/need/benefit of skilled occupational therapy services and wants to actively participate in therapy</li> <li>• The student articulates the treatment plan appropriately with the student's supervisor, other disciplines, family, and significant others.</li> <li>• The student respects patient confidentiality at all times.</li> </ul>
<p>17. Utilizes evidence from published research and relevant resources to make informed intervention decisions.</p>	<ul style="list-style-type: none"> <li>• The student utilizes evidence-based resources to guide the intervention process.</li> <li>• The student will analyze an appropriate journal article selected by the supervisor or by the student/approved by the supervisor and present their findings at a journal club meeting including strengths and weaknesses of the study and it's application to practice.</li> </ul>
<p>18. Chooses occupations that motivate and challenge patients.</p>	<ul style="list-style-type: none"> <li>• The student consistently incorporates a variety of meaningful occupations, identified by the patient, family or significant others that will motivate and challenge the patient during treatment sessions.</li> </ul>
<p>19. Selects relevant occupations to facilitate patients meeting established goals.</p>	<ul style="list-style-type: none"> <li>• The student consistently selects purposeful and goal-oriented activities that reflect the patient's values, beliefs, interests, and abilities.</li> </ul>
<p>20. Implements intervention plans that are patient-centered.</p>	<ul style="list-style-type: none"> <li>• The student consistently seeks input from the patient, family, and significant others to develop patient-centered goals.</li> <li>• The student demonstrates ability to guide patient to embrace alternative goals if patient's original goals are deemed unattainable.</li> </ul>
<p>21. Implements intervention plans that are occupation based.</p>	<ul style="list-style-type: none"> <li>• The student consistently implements a treatment plan that is occupation-based and demonstrates purposeful and goal-oriented outcomes.</li> <li>• The student is able to effectively explain the rationale of additional valuable interventions to broaden patient-centered goals.</li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>22. Modifies task approach, occupations, and the environment to maximize patient performance.</p>	<ul style="list-style-type: none"> <li>• The student consistently considers all areas of occupation that are meaningful to the patient as well as the patient’s interests/needs.</li> <li>• The student consistently demonstrates the ability to upgrade/downgrade the task/treatment approach when appropriate.</li> <li>• The student demonstrates the ability to modify the task/treatment approach within a timely manner, i.e. within the treatment session.</li> <li>• The student consistently is able to articulate their clinical reasoning to their supervisor, patient, family, and/or significant others reflecting why the treatment plan needs to be altered.</li> </ul>
<p>23. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the patient’s status.</p>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates the ability to clearly and objectively discuss patient progress, current functional status, and remaining POC with the student’s supervisor, patient, family, and/or significant others.</li> <li>• The student observes and appropriately responds to changes in the patient’s physical and emotional status by modifying the treatment plan.</li> <li>• The student recognizes when the patient has received maximum benefit from occupational therapy and terminates treatment when:             <ul style="list-style-type: none"> <li>- All occupational therapy goals are met</li> <li>- Patient’s functional status has plateaued and it is determined that there is no potential for further progress</li> <li>- Discharge plans have changed</li> <li>- Medical status has changed</li> </ul> </li> <li>• The student appropriately verbalizes when the treatment plan has been modified or terminated to supervisor and appropriate team members (including the patient, family, and/or significant others).</li> </ul>
<p>24. Documents patient’s response to services in a manner that demonstrates the efficacy of interventions.</p>	<ul style="list-style-type: none"> <li>• The student consistently documents each treatment session accurately, including objective information regarding all treatment activities and the patient’s functional, psychological, and physiological responses to treatment.</li> <li>• The student utilizes clear and concise language for documentation including professional language, uniform terminology, and approved abbreviations.</li> <li>• The student consistently demonstrates an awareness of FOX Rehabilitation’s and the Occupational Therapy Department’s documentation guidelines and follows them appropriately.</li> <li>• The student demonstrates consistent use of Medicare Outpatient Manual Levels of Assistance.</li> </ul>
<p><b>V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES</b></p>	
<p>25. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.</p>	<ul style="list-style-type: none"> <li>• Site does not have COTAs or OT aides.</li> <li>• Upon random questioning by the student’s supervisor, the student will demonstrate the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide by verbalizing proper and improper use of the COTA and occupational therapy aide in a given situation, and offering rationale for same.</li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>26. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.</p>	<ul style="list-style-type: none"> <li>• Site does not have COTAs or OT aides.</li> <li>• Upon random questioning by the student’s supervisor, the student will articulate how he/she would assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide by verbalizing proper and improper use of the COTA and occupational therapy aide in a given situation, and offering rationale for same.</li> </ul>
<p>27. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.</p>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates understanding of the costs and funding related to occupational therapy services by taking initiative for enhancing his/her own knowledge about the changing regulations and laws concerning reimbursement for services.</li> <li>• The student demonstrates understanding of the costs of services by delivering cogent and focused therapy sessions.</li> </ul>
<p>28. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.</p>	<ul style="list-style-type: none"> <li>• The student will familiarize him/herself with the weekly schedule of facilities.</li> <li>• The student will manage a daily schedule allowing time for documentation, treatment preparation, supervisor feedback/discussion, meetings/rounds, and direct treatment time.</li> <li>• The student will be punctual for all scheduled direct patient care time, meeting/rounds time, and family meetings.</li> </ul>
<p>29. Produces the volume of work required in the expected time frame.</p>	<ul style="list-style-type: none"> <li>• The student shows flexibility with scheduling and is able to prioritize tasks within time constraints.</li> <li>• The student shows initiative in utilizing recommended time management strategies or soliciting new time management strategies, if needed.</li> <li>• The student will achieve and maintain planned caseload levels within the timeframes designated.</li> </ul>
<p><b>VI. COMMUNICATION</b></p>	
<p>30. Clearly and effectively communicates verbally and nonverbally with patients, families, significant others, colleagues, service providers, and the public.</p>	<ul style="list-style-type: none"> <li>• The student will clearly and effectively communicate verbally and nonverbally with all patients, their families and/or significant others, colleagues, service providers, and the public.</li> <li>• The student demonstrates ability to communicate with a variety of persons/entities that have varying levels of technical understanding, and can appropriately select language that clearly and accurately conveys the necessary information so that it may be understood: using language that is appropriate for the level of medical expertise, and taking the time to define all medical terms when necessary.</li> <li>• In the ALF setting, the student will demonstrate appropriate interaction with CNA or care management staff with regard to follow through of patient needs.</li> </ul>
<p>31. Produces clear and accurate documentation according to site requirements.</p>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates an awareness of FOX Rehabilitation’s and the Occupational Therapy Department’s documentation guidelines and follows them appropriately.</li> <li>• The student’s documentation is easy to follow from session to session to show patient progress.</li> <li>• The student demonstrates consistent use of Medicare Outpatient Manual Levels of Assistance.</li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>32. All written communication is legible, using proper spelling, punctuation, and grammar.</p>	<ul style="list-style-type: none"> <li>• The student consistently writes narrative material in a legible fashion, using proper spelling, punctuation, and grammar.</li> <li>• The student takes responsibility for proofreading all written communications and making the necessary corrections on official documentation in a manner consistent with FOX Rehabilitation policy.</li> </ul>
<p>33. Uses language appropriate to the recipient of the information, including but not limited to, funding agencies and regulatory agencies.</p>	<ul style="list-style-type: none"> <li>• The student consistently uses verbal or written language appropriate to the recipient of the information in all instances of communication.</li> <li>• The student demonstrates ability to communicate with a variety of persons/entities who have varying levels of technical understanding, and can appropriately select language that clearly and accurately conveys the necessary information so that it may be understood.</li> </ul>
<p><b>VII. PROFESSIONAL BEHAVIORS</b></p>	
<p>34. Collaborates with supervisor(s) to maximize learning experience.</p>	<ul style="list-style-type: none"> <li>• The student consistently collaborates with his/her supervisor(s) to maximize the learning experience by coming prepared to supervisory sessions with a list of questions and reflections, actively participating in supervisory meetings, seeking supervision when necessary, and being receptive to/recognizing the value of positive and constructive feedback from the supervisor.</li> </ul>
<p>35. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.</p>	<ul style="list-style-type: none"> <li>• The student takes responsibility for attaining professional competence by seeking out learning opportunities, such as             <ul style="list-style-type: none"> <li>- Attending all OT student lectures, in-services and/or presentations</li> <li>- Attending all other student lectures, in-services and/or presentations</li> <li>- Attending all FOX Rehabilitation inservices and continuing education courses</li> <li>- Completing the student assignments as outlined in the student manual</li> <li>- Reading relevant literature</li> <li>- Requesting feedback from the supervisor(s) and other staff</li> <li>- Observing/interacting with other disciplines</li> </ul> </li> <li>• The student demonstrates awareness of his/her own strengths and limitations and identifies areas that need continued improvement.</li> </ul>
<p>36. Responds constructively to feedback.</p>	<ul style="list-style-type: none"> <li>• The student actively solicits feedback from his/her supervisor on a regular basis and articulates a plan for responding to feedback.</li> </ul>
<p>37. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.</p>	<ul style="list-style-type: none"> <li>• The student demonstrates consistent work behaviors as follows: by taking the initiative to familiarize him/herself with diagnoses and medical conditions that are commonly encountered with geriatric population without consulting student's supervisor; by being prepared to evaluate and treat patients at any time, even when not previously scheduled; by showing dependability in attendance and punctuality; and by maintaining the work site so that it is safe and effective for patient evaluation and treatment.</li> </ul>

# OCCUPATIONAL THERAPY STUDENT PROGRAM BEHAVIORAL OBJECTIVES

<p>38. Demonstrates effective time management</p>	<ul style="list-style-type: none"> <li>• The student prepares a daily program for self and schedules the appropriate amount of time for documentation and preparation/completion of all tasks, including direct patient care time, meeting time, and family meetings.</li> <li>• The student shows flexibility with scheduling and is able to prioritize tasks within time constraints.</li> <li>• The student shows initiative in utilizing recommended time management strategies or soliciting new time management strategies, if needed.</li> </ul>
<p>39. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tac, and empathy</p>	<ul style="list-style-type: none"> <li>• The student consistently demonstrates positive interpersonal skills, including but not limited to, cooperation, flexibility, tact, and empathy, when interacting with patients, families, and/or significant others, and all FOX Rehabilitation staff.</li> <li>• The student demonstrates appropriate positive interaction when communicating with the host facility.</li> </ul>
<p>40. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual and lifestyle choices.</p>	<ul style="list-style-type: none"> <li>• The student demonstrates respect for diversity factors of others, including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices, at all times when interacting with patients, families, and/or significant others, and all FOX Rehabilitation staff.</li> <li>• The student's respect for diversity extends to the assessment process, formulation of a treatment plan and selection of treatment activities/modalities.</li> </ul>