

Competence Document Professional Behaviors

Washington University School of Medicine
Program in Occupational Therapy

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, 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

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All “Inconsistent” and “No” marks should be identified through examples. 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

**Washington University School of Medicine
Program in Occupational Therapy
Level I Fieldwork Evaluation**

Student Name: _____

Date(s) of Experience: _____

Program: _____

Class (circle one): **561A** **561B** **561C** **561D**

Fieldwork Educator: _____

Total Evaluation Score: _____ (155 points total)

Minimum Scores: **561A: 108**
 561B: 108
 561C: 116
 561D: 124

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 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 Washington University Program in Occupational Therapy 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.

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.

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 students.

**Washington University School of Medicine
Program in Occupational Therapy
Level II Fieldwork Evaluation Supplement**

Student Name: _____

Date(s) of Experience: _____

Program: _____

Fieldwork Educator: _____

Total Evaluation Score: _____ (155 points total)

Minimum Scores: **Midterm: 132**
 Final: 140

This evaluation supplement is designed to hi-light the growth of professional behavior skills during the Level II fieldwork experience. It is suggested that this form be utilized at midterm and at final evaluations.

Scores have been set to reflect expected performance of an entry-level therapist by the final evaluation.

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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 students.