

- **Feedback:** Repeating what the listener has heard to ensure that this was the intent of the speaker.
- **Perceptions:** Awareness through the senses and the impression one has from what is seen or heard.
- **Problem-solving skills:** Assessing a situation by
  - Gathering all relevant facts
  - Considering various alternatives
  - Evaluating the alternatives
  - Choosing and implementing an alternative
  - Evaluating the result
  - Making adjustments if necessary.

**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(1) Dependability**1 = *Rarely* (49% or less of the time)2 = *Occasionally* (50%–69% of the time)3 = *Frequently* (70%–94% of the time)4 = *Consistently* (95%–100% of the time)

<b>Behavior</b>	<b>10/7</b>	<b>Dates of self-assessments</b>			
a. Arrive on time at the clinical site.	4				
b. Notify your supervisor if you must be absent or late.	4				
c. Arrive on time for appointments and meetings.	4				
d. Complete paperwork and documentation on time.	4				
e. Follow through on assignments, treatment plans, and other services.	4				
<b>Overall average scores</b>	<b>20</b>				

**Goals for dependability**

1. Aim to maintain perfect attendance for all clinical shifts
2. Notify my supervisor of any absences at least 24 hours in advance.
3. Ensure that all assignments and documentation are on time done at least the night before clinical
4. Make appointments with clinical instructor or supervisor every week to discuss tasks and expectations from you

**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(2) Competence**

1 = **Rarely** (49% or less of the time)  
3 = **Frequently** (70%–94% of the time)

2 = **Occasionally** (50%–69% of the time)  
4 = **Consistently** (95%–100% of the time)

<b>Behavior</b>	<b>10/7</b>	<b>Dates of self-assessments</b>			
a. Review knowledge and skills needed to perform the clinical tasks of fieldwork.	3				
b. Interview clients appropriately to obtain needed information.	4				
c. Demonstrate awareness of your limitations, and ask for help when needed.	3				
d. Take appropriate precautions to ensure the safety, comfort, and rights of clients.	4				
e. Demonstrate flexibility and willingness to accept changing conditions and assignments and adapt to those changes.	3				
f. Be prepared with alternative plans for treatments/services.	3				
g. Apply problem-solving skills to complex issues and situations.	3				
h. Perform all tasks neatly and accurately.	3				
i. Locate evidence to back up treatment/service interventions.	2				
<b>Overall average scores</b>	28				

**Goals for competence**

1. Dedicate at least 30 minutes each week to review knowledge and skills needed for clinical tasks of fieldwork
2. Practice interviewing clients to obtain necessary information by having mock interviews with peers once a week
3. Make a checklist for ensuring client safety during sessions
4. Identify one area of limitation each week and seek feedback

*Continued on following page*



**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(3) Communication**

1 = Rarely (49% or less of the time)  
3 = Frequently (70%–94% of the time)

2 = Occasionally (50%–69% of the time)  
4 = Consistently (95%–100% of the time)

<b>Behavior</b>	<b>Dates of self-assessments</b>				
a. Use a tone of voice that communicates professional confidence to clients and peers.	4				
b. Share perceptions and opinions clearly and concisely, using nonjudgmental language.	3				
c. Use a level of language that is appropriate for the listener.	3				
d. Avoid slang and expressions that might confuse or offend the listener.	2				
e. Use feedback effectively to check the listener's understanding.	3				
f. Establish and maintain appropriate boundaries with clients.	4				
<b>Overall average scores</b>	19				

**Goals for communication**

1. Practice using professional tone with peers doing roleplay
2. Focus on sharing opinions during discussions with a goal of improving clarity
3. Adjust language use during conversations by avoiding slang and expressions that can confuse listeners
4. Ask peers what they have understood after discussions by using feedback

**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(4) Integrity**1 = *Rarely* (49% or less of the time)2 = *Occasionally* (50%–69% of the time)3 = *Frequently* (70%–94% of the time)4 = *Consistently* (95%–100% of the time)

<b>Behavior</b>	<b>Dates of self-assessments</b>				
a. Perform duties ethically at all times.	4				
b. Respect and maintain confidentiality.	4				
c. Accept responsibility for own actions without making excuses or trying to pass blame.	4				
d. Admit mistakes and be willing to correct them.	3				
e. Value and care for the equipment and resources of the agency.	4				
f. Act with honesty and integrity.	4				
<b>Overall average scores</b>	23				

**Goals for integrity**

1. Read and understand the agency's ethics guidelines once a month \_\_\_\_\_
2. Always keep client information private by making sure I follow privacy rules \_\_\_\_\_
3. Write down any mistakes I have made and how to fix them each week \_\_\_\_\_
4. Check how I use equipment and resources every week making sure I am using them correct and carefully \_\_\_\_\_

Continued on following page



**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(5) Cooperation and Teamwork**1 = *Rarely* (49% or less of the time)2 = *Occasionally* (50%–69% of the time)3 = *Frequently* (70%–94% of the time)4 = *Consistently* (95%–100% of the time)

<b>Behavior</b>	<b>Dates of self-assessments</b>				
a. Make positive contributions to the team process.	3				
b. Accept group decisions even when own personal opinion differs from group.	4				
c. Focus on common team goals, not on individual differences.	4				
d. Give credit to those who deserve it.	4				
e. Complete own share of the work; offer to do more when necessary.	3				
f. Return all equipment and supplies to where they belong and in good order so they are available for the next person who needs them.	4				
g. Clearly communicate information needed by peers to carry out their work.	3				
<b>Overall average scores</b>	22				

**Goals for cooperation and teamwork**

1. Join team discussions and help with projects
2. Accept group decisions without arguing
3. Recognize and thank team members for their hard work
4. Share important information with teammates

**Note.** See Chapter 5 for a discussion of the roles people play in group processes and Chapter 8 for a discussion of working as a team member.

**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(6) Empathy and Compassion**1 = *Rarely* (49% or less of the time)2 = *Occasionally* (50%–69% of the time)3 = *Frequently* (70%–94% of the time)4 = *Consistently* (95%–100% of the time)

<b>Behavior</b>	<b>Dates of self-assessments</b>				
a. Respect the rights, feelings, and opinions of clients and peers.	4				
b. Provide assistance, treatment, and/or services to clients and peers without personal bias or prejudice.	4				
c. Listen actively to learn the feelings and needs of clients and peers.	4				
d. Avoid demonstrating personal emotions that might interfere with therapy or client service.	3				
<b>Overall average scores</b>	15				

**Goals for empathy and compassion**

- Show respect for the rights, feelings, and opinions of clients and peers in 100% of interactions
- Provide assistance to clients and peers without allowing personal biases to influence my actions
- Engage in active listening during conversations by asking open ended questions and reflecting

*Continued on following page*

monitor and manage my personal emotions during client sessions by practicing to make sure my emotions do not interfere with the quality of care



**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(7) Initiative**

1 = Rarely (49% or less of the time)  
3 = Frequently (70%–94% of the time)

2 = Occasionally (50%–69% of the time)  
4 = Consistently (95%–100% of the time)

<b>Behavior</b>	<b>Dates of self-assessments</b>				
a. Start projects, evaluations, interventions, and other services without being reminded.	4				
b. Plan, organize, and prepare for assessments and interventions to maximize the time scheduled for clients.	3				
c. Independently seek information and answers to questions and formulate possible answers before asking for assistance.	2				
d. Concentrate on fieldwork when at the facility. When a task is completed, look for other fieldwork-related work, or ask for another assignment.	3				
e. Recognize that reading and preparation must be done outside the fieldwork time at a facility (homework!).	3				
f. Research clients' referrals, diagnoses, and/or intervention needs to gain a better understanding of their conditions and how to provide effective interventions.	4				
g. Accept feedback from supervisors and apply it as appropriate.	4				
<b>Overall average scores</b>	23				

**Goals for initiative**

1. Take lead on starting projects without needing reminders

Plan and organize assessments and interventions in advance to make the best use of client time  
Commit to independently researching client needs and intervention strategies at least twice a week

3. Actively seek feedback after each assignment and implement at least one
4. suggestion in my practice each week

**EXERCISE 6.2**

**Assessing professional behaviors of (1) dependability, (2) competence, (3) communication, (4) integrity, (5) cooperation and teamwork, (6) empathy and compassion, (7) initiative, and (8) professional appearance.**

**(8) Professional Appearance**

1 = Rarely (49% or less of the time)  
3 = Frequently (70%–94% of the time)

2 = Occasionally (50%–69% of the time)  
4 = Consistently (95%–100% of the time)

<b>Behavior</b>	<b>Dates of self-assessments</b>				
a. Wear clothing that is always clean and appropriate for the agency and the work to be performed: bare midriff, low necklines, or clothing that could separate during client sessions is never professionally appropriate.	4				
b. Practice safety and respect for others by avoiding dangling jewelry; long, loose hair; strong fragrances; extreme fashion trends; or revealing clothing. These are SAFETY issues, not fashion statements!	3				
c. Practice good personal hygiene.	4				
d. Use appropriate body posture and facial expressions that send reassuring messages to clients. (Drop attitudes before meeting with clients!)	4				
<b>Overall average scores</b>	15				

**Goals for professional appearance**

1. Ensure i wear clean and appropriate clothing all of the time
2. Commit to practicing ensuring hair and jewelry do not pose safety risks
3. Actively using positive body language and facial expressions that covey reassurance and confidence
4. Establish a routine to assess my professional appearance at least 15 minutes before each client session





### Talk It Over With Your Clinical Supervisors

Planning ahead enables you to make appropriate decisions more quickly when you experience stress. In the following exercise, suggest appropriate actions for handling the following situations, then discuss your responses with your supervisors. Are you in agreement? Does your supervisor suggest solutions that are common or policy at your fieldwork agency?

1. You become ill at the facility. What do you do, and who needs to know?

If I become ill at the facility, I will inform my supervisor, assess my condition, follow agency protocols, communicate with my team and seek medical attention if needed.

2. You have an ill child and got 2 hours of sleep the night before an early morning staff meeting. You arrive late, and the department head makes a comment in front of everyone about your lack of punctuality. What do you do or say?

"I apologize for being late; I had a difficult night with my child, but I appreciate your understanding."

3. You are assigned to work with a client who has a diagnosis you do not know much about. What do you do or say?

"I want to ensure I provide the best care possible, so I will review relevant materials about your diagnosis and consult with my supervisor or colleagues for guidance."

4. Some of your clients have lifestyles you find unacceptable or objectionable because of your religious beliefs or because of bad experiences with "people like these." With whom do you discuss these issues? What do you say, and how could you phrase your concerns professionally?

"I am facing challenges in providing care to clients whose lifestyles conflict with my personal beliefs, and I would appreciate guidance on how to approach these situations professionally while maintaining the quality of care."

5. No one clearly explained all the policies at the facility, and you unknowingly violate an important one. With whom do you discuss the problem? How do you explain your actions without being defensive or blaming?

"I realize I unintentionally violated a policy due to a lack of clarity regarding the procedures; I take responsibility for my actions and would appreciate your guidance on how to prevent this in the future."

**EXERCISE 6.3****Considering Consequences**

Think about each of the following situations. What might be the effects, positive or negative, of the following actions? What additional information might be helpful? Consider the situation by including the point of view of (1) clients, (2) colleagues, and (3) the facility as a whole.

1. A student is scheduled to work at the rehabilitation hospital until 5 p.m. but does not return after lunch because she needs to locate new housing. She considers this an emergency and does not call her supervisor.

**Possible consequences:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. A student leaves a client in the treatment area unattended while she goes to find needed equipment.

**Possible consequences:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. A student writes a note of appreciation to his supervisor for help in achieving a goal.

**Possible consequences:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**EXERCISE 6.3****Considering Consequences (cont.)**

Think about each of the following situations. What might be the effects, positive or negative, of the following actions? What additional information might be helpful? Consider the situation by including the point of view of (1) clients, (2) colleagues, and (3) the facility as a whole.

4. A student decides that personal expression is an individual right and wears eyebrow and nose rings when scheduled to work with older clients in a senior community center.

**Possible consequences:** \_\_\_\_\_

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5. A student offers to help a colleague complete a project that is taking longer than expected to complete.

**Possible consequences:** \_\_\_\_\_

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Talking over your answers to Exercise 6.3 with your supervisor will add perspective to your answers and may include finding out information you had not considered related to the specific clients and agency.

**Your Actions Have Consequences**

Actions have both positive and negative consequences. Exercise 6.3 is designed to help you understand the consequences actions may have. Apply this process to other experiences. Exercise 6.4 will help you learn by observing.

**EXERCISE 6.4****Learn By Observing**

"People seldom improve when they have no other model but themselves to copy."

— • —

OLIVER GOLDSMITH

Observation is *not* a passive activity. It requires maintaining vigilance and looking for small behavioral observations and subtle words, movements, or body language. Observe the work and behaviors of the clinicians at your facility. Look for a role model who you believe exemplifies professionalism.

1. Briefly describe the behaviors demonstrated by the role model.

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2. What appear to be his or her guiding professional values?

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3. What are the positive effects of this person's work?

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### **Summary**

In the words of an experienced occupational therapy educator, "Becoming a professional is an evolutionary process. One does not wake up one morning after spending years in college and 6+ months on clinical fieldwork assignments and be a professional." Becoming professional is a process that requires self-awareness, honest self-appraisal, and the desire to grow and make changes. The tools in this chapter are offered as a means to facilitate your efforts.

### **References**

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- Taylor, R. R. (2008). *The intentional relationship: Occupational therapy and use of self*. Philadelphia: F. A. Davis.