

- **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)

Behavior	Dates of self-assessments				
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.	3				
e. Follow through on assignments, treatment plans, and other services.	4				
Overall average scores	19/20				
Goals for dependability					
1. _____					
2. _____					
3. _____					
4. _____					

10/16/25

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)

2 = Occasionally (50%–69% of the time)

3 = Frequently (70%–94% of the time)

4 = Consistently (95%–100% of the time)

Behavior	Dates of self-assessments				
a. Review knowledge and skills needed to perform the clinical tasks of fieldwork.	3				
b. Interview clients appropriately to obtain needed information.	1				
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.	4				
h. Perform all tasks neatly and accurately.	3				
i. Locate evidence to back up treatment/service interventions.	3				
Overall average scores	27/36				

10/16/25

Goals for competence

1. _____
2. _____
3. _____
4. _____

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)

Behavior	Dates of self-assessments				
a. Use a tone of voice that communicates professional confidence to clients and peers.	3				
b. Share perceptions and opinions clearly and concisely, using nonjudgmental language.	3				
c. Use a level of language that is appropriate for the listener.	4				
d. Avoid slang and expressions that might confuse or offend the listener.	4				
e. Use feedback effectively to check the listener's understanding.	3				
f. Establish and maintain appropriate boundaries with clients.	4				
Overall average scores	21/24				

Goals for communication

10/16/25

1. _____
2. _____
3. _____
4. _____

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)

Behavior	Dates of self-assessments				
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.	4				
e. Value and care for the equipment and resources of the agency.	4				
f. Act with honesty and integrity.	4				
Overall average scores	24/24				

10/16/25

Goals for integrity

1. _____
2. _____
3. _____
4. _____

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 Teamwork1 = *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)

Behavior	Dates of self-assessments				
a. Make positive contributions to the team process.	4				
b. Accept group decisions even when own personal opinion differs from group.	3				
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.	4				
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				
Overall average scores	26/28				

Goals for cooperation and teamwork

10/16/25

1. _____
2. _____
3. _____
4. _____

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)

Behavior	Dates of self-assessments				
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				
Overall average scores	15/16				

Goals for empathy and compassion 10/16/25

1. _____
2. _____
3. _____
4. _____

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.

(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)

Behavior	Dates of self-assessments				
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.	4				
c. Independently seek information and answers to questions and formulate possible answers before asking for assistance.	3				
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!).	2				
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				
Overall average scores	24/28				

10/16/25

Goals for initiative

1. _____
2. _____
3. _____
4. _____

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)

2 = Occasionally (50%–69% of the time)

3 = Frequently (70%–94% of the time)

4 = Consistently (95%–100% of the time)

Behavior	Dates of self-assessments				
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!	2				
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				
Overall average scores	14/16				

Goals for professional appearance

10/16/25

1. _____
2. _____
3. _____
4. _____



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?

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?

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?

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?

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?

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: _____

Continued on following page

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: _____

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

Possible consequences: _____

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.

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

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

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

- Purtilo, R., & Haddad, A. (1996). *Health professional and patient interaction* (5th ed.). Philadelphia: W. B. Saunders.
- Taylor, R. R. (2008). *The intentional relationship: Occupational therapy and use of self*. Philadelphia: F. A. Davis.