



## Professional Development During Occupational Therapy (OT) Fieldwork

Professional development is a process of continued refinement. Professionalism promotes positive workplace environments that benefit practitioners and patients alike. It entails a wide range of qualities, skills, and behaviors that directly link to personal conduct and career success. As characteristics per skill set may vary throughout different settings and fieldwork educator expectations, this document provides a generalized list of topics to overview with OT fieldwork students. These points of conversation aim to promote clarity of fieldwork expectations and support student development of professional standards in practice.

<b>Communication</b> <ul style="list-style-type: none"><li>• Verbal, non-verbal, and written</li><li>• Documentation skills</li><li>• Voice volume</li><li>• Office etiquette</li><li>• Conversation etiquette in patient waiting areas</li><li>• Preferred method of communication</li><li>• Use of personal electronics</li></ul>	<b>Appearance</b> <ul style="list-style-type: none"><li>• Facility dress code including shoes and accessories (nails, jewelry, piercings, tattoos)</li><li>• Personal grooming (hair, hygiene)</li><li>• Mannerisms with patients and staff</li></ul>	<b>Interpersonal Skills</b> <ul style="list-style-type: none"><li>• Interdisciplinary team meetings</li><li>• Therapeutic use of self</li><li>• Effective communication styles</li><li>• Collaborate with patients, families, and professionals for optimal outcomes</li><li>• Respectful and inclusive dialogue that is culturally responsive</li></ul>
<b>Productivity</b> <ul style="list-style-type: none"><li>• Expected use of time during patient cancellations</li><li>• Productive use of downtime</li><li>• Charting deadlines</li></ul>	<b>Punctuality</b> <ul style="list-style-type: none"><li>• Arrival time</li><li>• Departure time</li><li>• Absence policy</li><li>• Lunch break policy</li></ul>	<b>Organization</b> <ul style="list-style-type: none"><li>• Execute successful strategies to manage deadlines</li><li>• Track and manage responsibilities</li><li>• Maintain clean workspace</li><li>• Ensure continued hygienic work environment</li></ul>
<b>Caseload Management</b> <ul style="list-style-type: none"><li>• Daily patient quota</li><li>• Caseload progression</li><li>• Scheduling</li><li>• Co-treatments</li></ul>	<b>Time Management</b> <ul style="list-style-type: none"><li>• Produce timely documentation</li><li>• Fulfill work expectations including assignments</li><li>• Monitor session start and end times</li></ul>	<b>Clinical Reasoning</b> <ul style="list-style-type: none"><li>• Develop keen observation skills</li><li>• Implement appropriate interventions</li><li>• Grade interventions accordingly</li><li>• Apply activity analysis</li><li>• Safely execute services</li></ul>
<b>Emotional Intelligence</b> <ul style="list-style-type: none"><li>• Respond appropriately to and incorporate feedback</li><li>• Demonstrate regulated emotions</li><li>• Navigate challenges with resiliency</li><li>• Portray empathy</li><li>• Demonstrate self-reflection to cultivate therapeutic rapport</li><li>• Motivated to produce quality work</li></ul>	<b>Leadership</b> <ul style="list-style-type: none"><li>• Initiate tasks</li><li>• Deliver patient and family education</li><li>• Seek and implement evidence in practice</li><li>• Demonstrate accountability</li><li>• Exude confidence</li><li>• Advocate for patients</li></ul>	<b>Integrity</b> <ul style="list-style-type: none"><li>• Produce accurate documentation</li><li>• Follow correct billing guidelines</li><li>• Demonstrate veracity with patients and professionals</li><li>• Abide by organizational policies, protocols, and procedures</li><li>• Report all unethical and/or harmful actions</li></ul>

Molly Amlung, OTR

American Occupational Therapy Association. (2021). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 75(Suppl. 3), 7513410030. <https://doi.org/10.5014/ajot.2021.75S3004>

Deluliis, E. D. & Hanson, D. (2023). Fostering the development of professionalism during level I fieldwork. In E. D. Deluliis (Ed.), *Fieldwork educator's guide to level I fieldwork* (pp. 185-214). SLACK Incorporated.