

## **Clinical Reasoning Skills and Expectations of Occupational Therapy Students on Fieldwork**

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As part of my Master's project I have developed a document with information regarding the *Fieldwork Performance Evaluation for the Occupational Therapy Student* (FWPE). The purpose of this document is to provide occupational therapy fieldwork educators with a description of behavioral expectations of students at each level on the one to four point rating scale of the FWPE.

Clinical reasoning is a common skill that all clinicians are expected to possess and utilize, and all students are expected to develop. The reason for developing this project is the belief that occupational therapy fieldwork educators may be unaware of the expected level of clinical reasoning skills and expectations of students, and the term is not well defined, especially behaviorally, in the context of the FWPE.

Since the information provided is specifically about clinical reasoning skills and expectations of students, I have developed behavioral objectives for only two of the seven performance areas on the FWPE: Evaluation and Screening; and Intervention. Both sections have been broken down into their respective performance items, which have then been broken down into the one to four point rating scale.

The following is a general explanation of the expectations of the student at each level of the one to four point rating scale:

1. Student begins to articulate awareness of the need for evaluation and intervention but demonstrates a preliminary/incomplete ability to execute evaluation and intervention. Student requires maximum direction and feedback from fieldwork educator in every aspect of practice. Student may understand a concept or a portion of it, but has trouble implementing it. Grave concerns of student not meeting standards, and/or passing fieldwork.
2. Student articulates awareness of the need for evaluation and documentation and demonstrates basic ability to execute evaluation and intervention. Student requires moderate to minimal direction and feedback from fieldwork educator in some aspects of practice. Student understands concepts, and is able to perform some of the tasks related to the skill however, overall needs improvement.
3. Student is able to perform evaluations, interventions as an entry-level occupational therapist which is reflective of their ability to select evaluations and interventions appropriately.
4. Student exceeds standards of facility, going above and beyond an entry-level occupational therapist in abilities to analyze, select, and perform related skills.

The following are specific explanations of the expectations of the student at each level of the one to four point rating scale for each performance area:

### **III. EVALUATION AND SCREENING**

- 8. Articulates a clear and logical rationale for the evaluation process**
  1.
    - Student begins to articulate awareness of the need to communicate a clear and logical rationale for the evaluation process, but demonstrates a preliminary/incomplete ability to offer an organized, thorough explanation for the evaluation process.
    - Student requires maximum direction and feedback from fieldwork educator to articulate a clear and logical rationale for the evaluation process.
  2.
    - Student articulates awareness of the need to communicate a clear and logical rationale for the evaluation process and demonstrates a basic ability to do so, but needs improvement.
    - Student requires moderate to minimal direction and feedback from fieldwork educator to articulate a clear and logical rationale for the evaluation process.
  3.
    - Student demonstrates the ability to independently explain to the supervisor the focus and purpose of the occupational therapy evaluation process and how and why a specific approach is being used.
    - Student demonstrates the ability to explain the reason for evaluation to the client, family, significant other, and staff with minimal clarification from supervisor.
  - 4.

- Student demonstrates the ability to effectively articulate a clear and logical rationale for the evaluation process to all members of the team, client, family, and significant other independently. Supervisor has confidence in student's ability to execute this skill consistently and accurately.

**9. Selects relevant screening and assessment methods** while considering such factors as client's priorities, context(s), theories, and evidence-based practice.

1.
  - Student begins to articulate awareness of the need to select relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to select relevant screening and assessment methods and maximum feedback to evaluate the completeness of obtained information on the screening and assessment methods chosen, and to ensure the student considered such factors as client's priorities, context(s), theories, and evidence-based practice.
2.
  - Student articulates awareness of the need to select relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to select relevant screening and assessment methods and moderate to minimal feedback to evaluate the completeness of obtained information on the screening and assessment methods chosen, and to ensure the student considered such factors as client's priorities, context(s), theories, and evidence-based practice.
3.
  - Student demonstrates an understanding of the differences among screening, consult, and evaluation.
  - Student explains rationale for choice of evaluation procedure(s) to supervisor and sets priorities of the sequence of evaluation procedures.
  - Student demonstrates knowledge of the various assessments available for use at the site and selects appropriate evaluation report forms and evaluation tools available at site while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
  - Student identifies precautions applicable to client and diagnosis and selects appropriate component areas to assess, based on the center's practices and the client's level of apparent deficits and secondary diagnoses and complications.
4.
  - Student is able to independently select relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
  - Student demonstrates the knowledge of various assessments available within and outside of the facility and obtains information regarding these assessments to educate staff as needed.

**10. Determines client's occupational profile** and performance through appropriate assessment methods.

1.
  - Student begins to articulate awareness of the need to determine the client's occupational profile and performance through appropriate assessment methods but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to gather pertinent information about the client and requires maximum feedback to evaluate the completeness and organization of the information.
2.
  - Student articulates awareness of the need to determine the client's occupational profile and performance through appropriate assessment methods and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to gather pertinent information about the client and moderate to minimal feedback to evaluate the completeness and organization of the information.
3.
  - Student clearly explains the need for a client's occupational profile.
  - Student demonstrates familiarity and comfort when obtaining a thorough occupational profile through client interview, family interview, and review of clinical file.
  - Student utilizes formal and informal assessments to identify areas of strengths, and concerns related to the client's occupational history, current functioning, patterns of daily living, leisure, education, work, interests, and values.
  - Student utilizes assessment processes that respect the clients values, beliefs, needs, personal goals, cultural values, language, physical abilities, and interests.
  - Student assesses relevant areas to help client achieve personal goals.
4.
  - Student independently determines client's occupational profile and performance through appropriate assessment methods.
  - Student independently obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
  - The student demonstrates ability to seek and obtain all available resources and other supportive resources within and outside of facility as needed.

**11. Assesses client factors and context(s) that support or hinder occupational performance.**

1.
  - Student begins to articulate awareness of the need to assess client factors and context(s) that support or hinder occupational performance but demonstrates only a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to utilize correct procedures for assessing client factors and maximum feedback to evaluate completeness and organization of information gathered.

2.
  - Student articulates awareness of the need to assess client factors and context(s) that support or hinder occupational performance and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to utilize correct procedures for assessing client factors and moderate to minimal feedback to evaluate completeness and organization of information gathered.
3.
  - Student identifies the need and utilizes correct procedures for assessing client factors and contexts that support or hinder individual performance areas.
  - Student selects appropriate areas for further assessment.
  - Student identifies the strengths and concerns of the client and the affect on performance.
4.
  - Student independently assesses client factors and context(s) that support or hinder occupational performance.
  - Student has knowledge of and ability to implement an abundant amount of procedures to assess client factors and contexts that support or hinder occupational performance.

**12. Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.

1.
  - Student begins to articulate awareness of the need to gather information from appropriate resources but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to select appropriate resources to gather pertinent information and maximum feedback to evaluate the completeness of obtained information.
2.
  - Student articulates awareness of the need to gather information from appropriate resources and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to select appropriate resources to gather pertinent information and moderate to minimal feedback to evaluate the completeness of obtained information.
3.
  - Student demonstrates ability to gather information from appropriate resources by utilizing client, other professionals, client's record, and family.
  - Student accurately records and reports client's interests, values, culture, and background information prior to administering evaluation/re-evaluation procedures.
  - Student obtains information on client's diagnosis or health condition.
  - Student explains the importance or relevance of the information gathered, selects and filters relevant and important information from all data collected, and identifies the need for obtaining additional research or references.
  - Student accepts responsibility and is aware of the importance of thorough data

- gathering.
- 4.
- Student independently obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
  - Student has ability to seek and obtain all available resources and other supportive resources outside of facility.
- 13. Administers assessments** in a uniform manner to ensure findings are valid and reliable.
- 1.
- Student begins to articulate awareness of the need to administer assessments in a uniform manner to ensure findings are valid and reliable but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to administer assessments and maximum feedback to evaluate the completeness and validity of obtained information.
- 2.
- Student articulates awareness of the need to administer assessments in a uniform manner to ensure findings are valid and reliable and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to administer assessments and moderate to minimal feedback to evaluate the completeness and validity of obtained information.
- 3.
- Student consults institution manuals, policies, and supervisor prior to the administration of standardized tests and follows the procedures for administering the evaluation accurately.
  - Student demonstrates a rationale for standardized tests, why a specific test was chosen, and gathers and prepares materials and equipment required by the assessment.
  - Student accepts responsibility and is aware of the importance of accurate assessment and accurate documentation, and has familiarity with administration, scoring, validity, and implications of results.
  - Student makes accurate, objective observations, during the evaluation process.
- 4.
- Student independently administers assessments in a uniform manner to ensure findings are valid and reliable.
  - Student utilizes institution manuals that describe standards and policies and supervisor about the assessment along with additional information available outside the facility.

**14. Adjusts/modifies the assessment procedures** based on client's needs, behaviors, and culture.

- 1.
- Student begins to articulate awareness of the need to adjust/modify the assessment

- procedures based on the client's needs, behaviors, and culture but demonstrates a preliminary/incomplete ability to do so.
- Student requires maximum direction and feedback from fieldwork educator in order to adjust/modify the assessment procedures.
- 2.
- Student articulates awareness of the need to adjust/modify assessment procedures based on client's needs, behaviors, and culture and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction and feedback from fieldwork educator in order to adjust/modify the assessment procedures.
- 3.
- Student utilizes client information as a basis for adaptation during assessment.
  - Student considers the client's health complications, restriction, status changes, response, and mood and adapts assessment procedure and/or environment as necessary.
  - Student identifies/explains the effect the client's functional changes have on the outcome of an assessment.
- 4.
- Student independently adjusts/modifies the assessment procedures based on client's needs, behaviors, and culture.
  - Student utilizes client information as a basis for possible adaptation of assessment procedure and modifies accordingly before assessment begins.

**15. Interprets evaluation results** to determine client's occupational performance strengths and challenges

- 1.
- Student begins to articulate awareness of the need to interpret evaluation results to determine client's occupational performance strengths and challenges but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction and feedback from fieldwork educator in order to interpret evaluation results according to assessment guidelines.
- 2.
- Student articulates awareness of the need to interpret evaluation results to determine client's occupational performance strengths and challenges and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction and feedback from fieldwork educator in order to interpret evaluation results according to assessment guidelines.
- 3.
- Student determines correct neurological and functional levels based on evaluation results.
  - Student is able to objectively analyze and select pertinent data from assessment to develop an accurate profile of the client's present level of performance, strengths and concerns.
  - Student interprets data objectively and according to assessment guidelines and standardized or non-standardized method and converts raw scores into meaningful

- information with minimal errors.
- 4.
- Student is able to independently interpret evaluation results to determine client's occupational performance strengths and challenges.
16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
- 1.
- Student begins to articulate awareness of the need to establish an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator in order to establish an accurate and appropriate plan based on the evaluation results and maximum feedback to evaluate the chosen plan.
- 2.
- Student articulates awareness of the need to establish an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator in order to establish an accurate and appropriate plan based on the evaluation results and moderate to minimal feedback to evaluate the chosen plan.
- 3.
- Student discusses with supervisor evaluation results and recommended long-term and short-term goals that are attainable for the client, based on diagnosis and realistic assessment of the client's strengths and limitations.
  - Student demonstrates the ability to formulate accurate and appropriate occupational therapy plans for intervention that includes the client's goals and priorities with minimal assistance from the supervisor.
  - Student identifies functional limitations affecting performance and appropriate outcomes, criteria, and strategies based on evaluation results.
  - Student collaborates with team members to incorporate outcome and strategies and is able to prioritize interdisciplinary team goals.
  - Student is able to identify continued treatment needs and compensatory strategies for the client to be successfully discharged from the setting.
- 4.
- Student is able to independently establish an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
  - Student obtains evidence-based practice information from outside sources to back the treatment plan.
17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.

1.
  - Student begins to articulate awareness of the need to document the results of the evaluation process that demonstrates objective measurement of client's occupational performance but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum supervision from fieldwork educator in order to document the results of the evaluation and maximum feedback to evaluate the completeness and organization of the information.
2.
  - Student articulates awareness of the need to document the results of the evaluation process that demonstrates objective measurement of client's occupational performance and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal supervision from fieldwork educator in order to document the results of the evaluation and moderate to minimal feedback to evaluate the completeness of the information.
3.
  - Student is able to document and report the information in a timely, concise, accurate, and complete manner according to the institution's requirements and clinical setting.
  - Student's documentation is written in terms understandable to other disciplines using the information.
  - Student thoroughly addresses all problem areas.
  - Student reports verbally and/or in writing unusual or critical information gathered during the assessment to the appropriate staff members.
  - Student reports performance data objectively.
4.
  - Student is able to independently document the results of the evaluation process that demonstrates objective measurement of client's occupational performance.

#### **IV. INTERVENTION**

##### **18. Articulates a clear and logical rationale** for the intervention process

1.
  - Student begins to articulate awareness of the need to communicate a clear and logical rationale for the intervention process but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum supervision from fieldwork educator in order to articulate a clear and logical rationale for the intervention process to the client, family, colleagues, service providers, and public and maximum feedback to evaluate the information that will be given.
2.
  - Student articulates awareness of the need to communicate a clear and logical rationale for the intervention process and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal supervision from fieldwork educator in

order to articulate a clear and logical rationale for the intervention process to the client, family, colleagues, service providers, and public and moderate to minimal feedback to evaluate the information that will be given.

3.
  - Student communicates clearly and concisely the rationale for selected activities to be utilized in addressing client's goals and needs to supervisor.
  - Student consistently communicates the rationale for selected interventions in understandable terms to client, family, colleagues, service providers, and public.
  - Student uses sound clinical reasoning in discussing the intervention plan with the supervisor, client, family, and staff.
4.
  - Student independently demonstrates the ability to effectively articulate a clear and logical rationale for the intervention process to all members of the team, client, family, and significant others. Supervisor has confidence in students ability to execute this skill without flaw.

**19. Utilizes evidence** from published research and relevant resources to make informed intervention decisions.

1.
  - Student begins to articulate awareness of the need to utilize evidence from published research and relevant resources to make informed intervention decisions but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to select appropriate resources and maximum feedback to evaluate the completeness and relevance of the obtained information.
2.
  - Student articulates the need to utilize evidence from published research and relevant resources to make informed intervention decisions and demonstrates a basic ability to obtain relevant information from most resources, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to select appropriate resources and moderate to minimal feedback to evaluate the completeness and relevance of the obtained information.
3.
  - Student is able to independently obtain resources from the facility and uses sound clinical reasoning backed by published research and/or relevant resources to make informed intervention decisions.
  - Student articulates how to apply evidence from published research and therapist's expertise.
4.
  - Student independently utilizes evidence from published research and relevant resources to make informed intervention decisions and the ability to seek and obtain all available resources and other supporting resources available within and outside of the facility.

**20. Chooses occupations** that motivate and challenge clients.

1.
  - Student begins to articulate awareness of the need to choose occupations that motivate and challenge clients but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to select appropriate occupations and maximum feedback to evaluate the activity.
2.
  - Student articulates awareness of the need to choose occupations that motivate and challenge clients and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to select appropriate occupations and moderate to minimal feedback to evaluate the activity.
3.
  - Student considers client's preferences that will motivate and challenge him/her.
  - Student considers home environment and routines when suggesting activities.
  - Student identifies a variety of treatment activities to accomplish a goal.
  - Student has the ability to seek and obtain resources that are available at the facility in order to choose an activity.
4.
  - Student is able to independently choose a multitude of occupations that motivate and challenge the client.
  - Student has the ability to seek and obtain all available resources and other supporting resources available outside of the facility to use clinical reasoning backed by published research and/or relevant resources to chose the activity.

**21. Selects relevant occupations** to facilitate clients meeting established goals.

1.
  - Student begins to articulate awareness of the need to select relevant occupations to facilitate client's meeting established goals but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to select appropriate occupations and maximum feedback to evaluate the activity.
2.
  - Student articulates awareness of the need to select relevant occupations to facilitate clients meeting established goals and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to select appropriate occupations and moderate to minimal feedback to evaluate the activity.
3.
  - Student discusses descriptions of activities with supervisor, which clearly and accurately demonstrate clinical reasoning when creating the activity.
  - Student explains the expected outcome of the individual and how the activity selected will facilitate functional performance.
  - Student demonstrates the ability to utilize occupations meaningful to the client in

- order to facilitate meeting treatment goals.
- Student prioritizes problem areas and addresses foundation skills needed for treatment progression.
  - Student describes activities to perform in living environment and reasons why they are relevant to client's ability to increase functional performance.
  - Student has the ability to seek and obtain resources that are available at the facility in order to choose an activity.
- 4.
- Student is able to independently choose a multitude of occupations that facilitate client's meeting established goals.
  - Student has the ability to seek and obtain all available resources and other supporting resources available within and outside of the facility to use clinical reasoning backed by published research and/or relevant resources to chose the activity.

**22. Implements intervention plans that are client-centered.**

- 1.
  - Student begins to articulate awareness of the need to implement intervention plans that are client-centered but demonstrates a preliminary/incomplete ability to choose do so.
  - Student requires maximum direction from fieldwork educator to select appropriate interventions and maximum feedback to evaluate the intervention.
- 2.
  - Student articulates awareness of the need to implement intervention plans that are client-centered and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to select appropriate interventions and moderate to minimal feedback to evaluate the intervention.
- 3.
  - Student recognizes importance of client-centered practice and involvement of family and caregivers in the treatment process.
  - Student incorporates client priorities into established goals.
  - Student considers age level when directing all client care activities.
  - Student has the ability to seek and obtain resources that are available at the facility in order to choose an activity.
- 4.
  - Student is able to independently select a multitude of intervention plans that are client-centered.
  - Student uses appropriate frame of reference in the development of the treatment plan and in discussion with supervisor.
  - Student has the ability to seek and obtain all available resources and other supporting resources available within and outside of the facility to use clinical reasoning backed by published research and/or relevant resources to chose the activity.

**23. Implements intervention plans that are occupation-based.**

1.
  - Student begins to articulate awareness of the need to implement intervention plans that are occupation-based but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to select appropriate interventions and maximum feedback to evaluate the intervention.
2.
  - Student articulates awareness of the need to implement intervention plans that are occupation-based and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to select appropriate interventions and moderate to minimal feedback to evaluate the intervention.
3.
  - Student utilizes purposeful activities during treatment sessions.
  - Student demonstrates awareness of the client's various life roles in selecting activities and selects activities that are meaningful and relevant to the client.
  - Student offers occupations (occupation-based activity, purposeful activity, preparatory methods) that match the client's performance skills, patterns, context, activity demands, and client factors.
  - Student has the ability to seek and obtain resources that are available at the facility in order to choose an activity.
4.
  - Student is able to independently choose a multitude of occupations that are occupation-based.
  - Student has the ability to seek and obtain all available resources and other supporting resources available within and outside of the facility to use clinical reasoning backed by published research and/or relevant resources to chose the activity.

**24. Modifies task approach, occupations, and the environment to maximize client performance.**

1.
  - Student begins to articulate awareness of the need to modify task approach, occupations, and the environment to maximize client performance but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to modify task approach, occupations, and the environment and maximum feedback to evaluate modifications.
2.
  - Student articulates awareness of the need to modify task approach, occupations, and the environment to maximize client performance and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to modify task approach, occupations, and the environment and moderate to minimal feedback to evaluate modifications.

3.
  - Student grades and modifies treatment activities based on improvement or regression in client's condition and with consideration to the environment and outcomes being addressed to provide effective treatment for the client's current status.
  - Student selects activities considering client abilities to promote progress without undue frustration.
  - Student makes recommendations to supervisor regarding treatment approach.
  - Student demonstrates the ability to identify more than one appropriate strategy for a given problem area.
  - Student adapts activities to meet physical, cognitive, behavioral and/or environmental limitations.
  - Student has the ability to seek and obtain resources that are available at the facility in order to choose an activity.
4.
  - Student is able to independently modify task approach, occupations and the environment to maximize client performance.
  - Student demonstrates the ability to identify an extensive list of appropriate strategies for a given problem area.
  - Student uses clinical reasoning backed by published research and/or relevant resources to modify task approach, occupations, and the environment to maximize client performance.

**25. Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client's status.

1.
  - Student begins to articulate awareness of the need to update, modify, or terminate the intervention plan based upon careful monitoring of the client's status but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to update, modify, or terminate the intervention plan based upon careful monitoring of the client's status and maximum feedback to evaluate the modified intervention plan.
2.
  - Student articulates awareness of the need to update, modify, or terminate the intervention plan based upon careful monitoring of the client's status and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to update, modify, or terminate the intervention plan based upon careful monitoring of the client's status and moderate to minimal feedback to evaluate the modified intervention plan.
3.
  - Student recognizes a plateau or changes in the client's physical, emotional, or cognitive status and adjusts the program to promote optimal progress and to help the client achieve their goals.
  - Student consults with the team members regarding client's progress, concerns, and potential for change in services.

- Student prepares client and team members regarding discontinuation of therapy.
  - Student demonstrates clinical reasoning skills to identify steps to solve problems in client treatment and establish goals.
  - Student has the ability to seek and obtain resources that are available at the facility in order to choose an activity.
- 4.
- Student is able to independently update, modify, or terminate the intervention plan based upon careful monitoring of the client's status.
  - Student uses clinical reasoning backed by published research and/or relevant resources to update, modify, or terminate the intervention plan based upon careful monitoring of the client's status.

**26. Documents client's response** to services in a manner that demonstrates the efficacy of interventions.

1.
  - Student begins to articulate awareness of the need to document client's response to services in a manner that demonstrates the efficacy of interventions but demonstrates a preliminary/incomplete ability to do so.
  - Student requires maximum direction from fieldwork educator to document client's response to services in a manner that demonstrates the efficacy of interventions and maximum feedback to evaluate the documentation.
2.
  - Student articulates awareness of the need to document client's response to services in a manner that demonstrates the efficacy of interventions and demonstrates a basic ability to do so, but needs improvement.
  - Student requires moderate to minimal direction from fieldwork educator to document client's response to services in a manner that demonstrates the efficacy of interventions and moderate to minimal feedback to evaluate the documentation.
3.
  - Student completes therapy notes on client following each treatment session to clearly indicate measurable behavioral response to treatment in a timely manner.
  - Student reports client's progress to supervisor on an ongoing basis.
  - Student uses correct grammar, terminology, and spelling and follows facility format for documentation to assure reimbursement.
  - Student discriminates between relevant and irrelevant material.
4.
  - Student is able to independently document client's response to services in a manner that demonstrates the efficacy of interventions.