FOX

STUDENT MANUAL

"Believe in people, give them the respect and tools they need to succeed, and they will never cease to amaze you."

- Dr. Tim Fox, Founder

2025-0026-RC

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FOX MISSION

To rehabilitate lives by believing in the strength of people. To believe in our people—allowing them the autonomy to facilitate and provide clinically excellent care to our community with compassion and respect. To believe in our patients and their ability to achieve what they once thought impossible—optimal function to rehabilitate their lives.

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UNIVERSITY RELATIONS DIRECTORY

CLINICAL PRACTICE LEADERS

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Clinical Practice Leader of University Relations
Site Coordinator of Clinical Education

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Clinical Practice Leader of University Relations
Clinical Fieldwork Coordinator

UNIVERSITY RELATIONS

UniversityRelations@foxrehab.org

JOSH BILLS

Manager of University Relations

- *Any questions/concerns throughout a student's clinical experience should be communicated to the Clinical Practice Leaders immediately. Clinical Practice Leaders should be the only point of contact between FOX and university representatives.*
- *Please refrain from communicating with universities without first contacting the Clinical Practice Leaders.*
- *Mentors are expected to complete a standardized evaluation tool, provided by the student's university, to grade student's performance. Mentors must be prepared for a phone call with the student's professor to discuss their performance. The university professor may request site visit. If requested, please notify CPL and local leadership team immediately.*
- *The dedicated Clinical Practice Leader for each university partner and discipline will be clearly identified in the welcome email to each student with CI/FWE, RQAL, Sr QAPD, and RD included on this email.*

STUDENT RESPONSIBILITIES

FOX Rehabilitation clinicians provide the highest quality rehabilitation to the geriatric patient with compassion and respect, utilizing traditional and evidence-based interventions. Clinicians will employ all their assessment, evaluation, teaching, training, and manual skills in handling patients within a variety of settings – Residential Home, Senior Living Community, Adult Medical Day Care, and Senior Hi-Rise. The clinician's major goal is to assist patients in achieving optimal function and meaningful lives.

FOX clinicians work one-on-one with patients to develop a unique plan of care tailored to each individual in the comfort of their home. All FOX clinicians are continuously trained on geriatric-care research, outcome measures, assessment techniques, and treatments through journal articles, in-services, and continuing education classes. Through our philosophy, organizational structure, and clinical experiences, FOX clinicians are enthusiastic, happy, well-trained, and have a team spirit that allows them to care about each other, as well as the success of our practice as a whole.

PRIOR TO START: ***Students will receive an email from a Clinical Practice Leader with instructions for on-boarding with all requirements outlined. The regional mentor will be included on this email at least 6 weeks prior to start date, and this will serve as the introduction to start communication. Additional information for the clinical experience can be found at our PRIVATE student website https://www.foxrehab.org/student-affiliation/ (Password: FOXStudent!)***

OVERALL EXPECTATIONS:

- Become an active part of the clinical team
- Implement evidenced-based practice
- Develop strong basic repertoire of activities for use in treatment
- Recognize how theoretical frameworks are applied in treatment
- Identify attributes of self as a clinician
- Develop strong, clinically-based treatment interventions
- Develop skills in administering evaluations and reviewing results with clinical instructor/ fieldwork educator
- Be responsible for case management of direct patient care—including, but not limited to, scheduling, identifying equipment needs, and discharge planning
- Full time students should achieve entry level competency in documentation: initial evaluation, reevaluation, progress reports, discharge reports, standardized and functional outcome measures established by clinical instructor/fieldwork educator; caregiver education/interventions
- Schedule a meeting with regional leadership to review potential employment opportunities post graduation as deemed appropriate (CI/FWE will assist in coordination of meeting)

RECOMMENDED PARTICIPATION:

- Spend observation time (minimum of ½ day) with counterpart disciplines (subject to current environment)
- Attend a marketing event as deemed appropriate from supervising CI/FWE and Regional Director

REQUIRED COMMUNICATIONS:

- Two weeks prior to completion CI/FWE to complete student feedback survey click here
- Student to complete survey prior to completion of rotation: click here
- Students are expected to participate in a pre-experience, mid-point, and exit experience phone call with designated CPL.
- Review FOX Student Traffic Light Resource (Page 9) as a guide to student current progress.

STUDENT RESPONSIBILITIES

Throughout the experience, focus on the student's ability to be an independent learner and develop confidence as it relates to scheduling, documentation, and clinical decision making. Aim to allow your student more autonomy and ability to lead the day-to-day tasks. This is a recommended guideline for a 12-week student clinical internship. Please contact the Clinical Practice Leaders team to adapt for shorter or longer clinical internships as needed and in the event of low caseload. Prior to start of Clinical Rotation, please review all documents provided in the onboarding process. Please see PPE RESOURCES (click on hyperlink) tab on our student website for further details regarding operating student program in the field.

WEEK	RESPONSIBILITIES
Week 1	• Review the FOX Rehabilitation Organizational Structure, Mission Statement, Practice Philosophy (www.foxrehab.org) • Student and Mentor to review Navigating the Medicare Maze • Student to review Behavioral Objectives beginning on page 12 • Follow instructions on Student Documentation Instructions guide to set up log-in information for Raintree EHR system • Student to independently review case study • Begin to orient to facility, as applicable • Student to independently review Clinical Resource Guide • Topics to Review - How to complete a chart Review - Documentation - New patient procedure - Request for Referral procedure - Note types (evaluation, treatment, progress reports, re-certifications, re-evaluations, and discharges) - Patient assignment protocol • Student to independently review FOX Documentation/Billing Guide - PT Documentation/Billing Guidelines - OT Documentation/Billing Guidelines - SLP Documentation/Billing Guidelines • Assist Clinical Instructor/Fieldwork Educator with documentation of activities • Begin to assist with patient-specific treatments as deemed appropriate by Clinical Instructor/Fieldwork Educator • Start with **one patient** on caseload - treatment intervention • Weekly meeting to discuss observations, questions, documentation, evidence-based research and treatment strategies • Formal weekly treatment plans to be completed prior to start of care for each patient on caseload as deemed appropriate • Student and mentor to review Vital Signs Competency and Functional Transfer Competency • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document

All students must comply with Standard Operating Procedures of FOX Rehabilitation Employees.

STUDENT RESPONSIBILITIES

Week 2	• Student to independently review PT Cognitive Assessments & Functional Measures, OT Functional Outcome Measures & Standardized Objective Measures, and SLP Cognitive Linguistic Informal Evaluation found under additional resources • Continued observation of initial evaluations, treatment sessions, documentation and billing • Student should work with a minimum of **1-2 patients** for treatment sessions and be involved in the scheduling process • Student participation in evaluations at discretion of clinical instructor/fieldwork educator • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document • Mentor to assist in facilitating student and RD face to face meeting before mid point of experience
Week 3	• Continue to refine treatment and evaluation skills • Student should work with a minimum of **2-3 patients** consistently and be involved in the scheduling process • Discuss weekly treatment plans for patients on caseload • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document
Week 4	• Student should work with a minimum of **3-4 patients** consistently and be involved in the scheduling process • Discuss student project/in-service as applicable to specific program requirements and begin work on outline. • Continue to review formal treatment strategies for patients on caseload • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document
Week 5	• Student should work with a minimum of **4-5 patients** consistently and be involved in the scheduling process • Begin work on mid-term review • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document
Week 6	• Review FOX Student Traffic Light Resource as guide to student's current progress • CI/FWE to complete midterm survey • Student should work with a minimum of **5-6 patients** consistently and be involved in the scheduling process • Discuss student goals for remainder of affiliation • Complete midterm evaluation academic midterm evaluation and midterm FOX student assessment (e-mailed) • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document
Week 7	• Student should work with a minimum of **6-7 patients** consistently and be involved in the scheduling process • Update Clinical Instructor/Fieldwork Educator with status of project/in-service • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document

STUDENT RESPONSIBILITIES

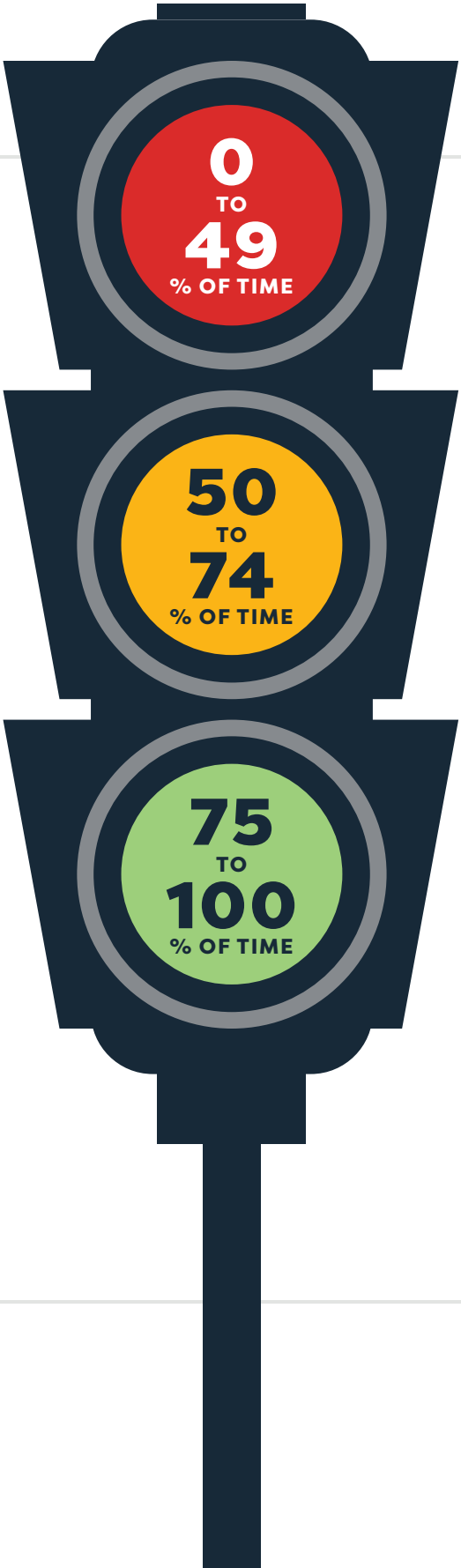
Week 8	• Student should work with a minimum of **7-8 patients** consistently and be involved in the scheduling process • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document
Week 9	• Student should work with a minimum of **8-9 patients** consistently and be involved in the scheduling process • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document
Week 10	• Student should work with a minimum of **9-10 patients** consistently and be involved in the scheduling process • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document
Week 11	• Student should maintain a caseload of a minimum of **10+ patients** and be involved in the scheduling process • In-service and/or student project completed • Begin work on final review • CI/FWE to complete feedback survey • Student to complete survey prior to completion of experience
Week 12	• Student should maintain a minimum caseload of 10+ patients and be involved in the scheduling process • Complete Final Performance Evaluation • The student can obtain a copy of all clinical evaluations at his or her request. • As needed, CI/FWE to complete and discuss with student: Student/Supervisor Weekly Review document

POINTS TO CONSIDER WITH SCHEDULING

- Medicare week runs from Monday through Sunday
- Attempt to see patients on days opposite other disciplines if possible
- Only one-on-one treatments with patients (no group therapy sessions). Co-treatments with other disciplines are acceptable if appropriate; billing time must be split
- Communicate with other discipline(s) involved in care of patient frequently to discuss progress, goals, and to avoid duplication of services
- Be aware of specific community schedules/policies
  - Dining hours
  - Medication schedules
  - Doctor visits
  - Trips/Outings
  - Special events impacting patient availability, i.e. hairdresser, bingo, etc.
- Frontload schedule early in the week to allow for unexpected cancellations to be made
- Schedule residential patients in clusters with respect to geographic area

NEWLY GRADUATED PROFESSIONAL SPONSOR PROGRAM
FOX STUDENT "TRAFFIC LIGHTS"

BASED ON YOUR STUDENT'S CURRENT ABILITIES IN THE FOLLOWING AREAS CONSIDER IF THEY COULD GO INTO THE SPONSOR PROGRAM INSTEAD OF THE MENTOR PROGRAM?



CLINICAL	Demonstrates ability to determine patient specific POC including dosing, frequency, and discharge planning and modify treatment sessions based on patient's response
SCHEDULING	Demonstrates ability to schedule this percent of caseload (as opposed to time), including managing cancellations
COMMUNICATION	Demonstrates ability to effectively communicate with you, patients, and any other members of clinical team
DOCUMENTATION	Demonstrates ability to complete documentation point of service and/or ensure note is complete within 24 hours of treatment session
TECHNOLOGY	Demonstrates ability to effectively use all FOX apps, including but not limited to, Raintree, FOXTrax, and Teams

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042315-D5-07

VITAL SIGNS COMPETENCY

CLINICIAN NAME: _____

VITAL SIGN MEASUREMENT	CLINICIAN PERFORMANCE	
BLOOD PRESSURE	**Y**	**N**
PATIENT INTERACTION		
Approach/explanation of blood pressure to patient		
Patient dignity during vitals (respectful touch)		
STANDARD PRECAUTIONS		
Stethoscope diaphragm and ear pieces cleaned with alcohol (before procedure)		
Clinician washes hands		
COMPLETION OF MEASUREMENT		
Patient comfortably seated with arm supported		
Patient's sleeve lifted or garment removed; not rolled		
Clinician ensures cuff is deflated		
Clinician palpates the brachial artery pulse in the antecubital space		
Clinician positions patient's arm in line with the heart		
Clinician places deflated cuff to the arm with the center of the bladder over the medial aspect of the arm 1" above the antecubital space. Manometer should be easily observed.		
Clinician places stethoscope in ears with ear pieces directed forward		
Clinician places stethoscope diaphragm where brachial artery was palpated and holds in place with one hand		
Clinician properly closes off value on sphygmo bulb		
While palpating brachial artery, clinician pumps cuff until the radial pulse is no longer felt. Clinician identifies this baseline.		
Clinician ensures cuff is deflated		
Clinician places stethoscope diaphragm where brachial artery was palpated and holds in place with one hand		
Clinician pumps cuff to 20-30 mmHg above the baseline – no higher than 200 mm Hg and slowly releases air from the cuff valve on the bulb		
Clinician records first beat (systolic) and last beat (diastolic) heard		
Clinician fully deflates cuff of sphygmo and cleans stethoscope with alcohol		
Clinician accurately records mm Hg on documentation form		
PULSE	**Y**	**N**
PATIENT INTERACTION		
Approach/Explanation of heart rate to patient		
Patient dignity during visits		
COMPLETION OF MEASUREMENT (RADIAL)		
Clinician places 2-3 fingers (not thumb) 2" below thumb base (radial base) on the radial artery		
Clinician calculates number of beats in one minute, 30 seconds (x2), or 15 seconds (x4)		
Clinician accurately records beats per minute (bpm) on documentation form		
RESPIRATION RATE	**Y**	**N**
Patient INTERACTION		
Approach/Explanation of respiration rate to patient		
Patient dignity during vitals		
COMPLETION OF MEASUREMENT		
Clinician appropriately measures the respiration cycle. Observation, places hand lightly on patient's forearm resting on their abdomen or places hand on their chest.		
Clinician calculates number of breaths in one minute, 30 seconds (x2), or 15 seconds (x4)		
Clinician accurately records respirations per minute (rpm) on documentation form		

Please keep for your records. Share with Clinical Practice Leader only if concerns noted.

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FUNCTIONAL TRANSFER COMPETENCY

NAME: _____ **DATE:** _____

PERFORMANCE:

RESIDENT INTERACTION	TRANSFER	
	YES	NO
Approach / Introduction of activity to resident	☐	☐
Appropriate instructions and demonstration based on resident's response	☐	☐
Proper safety awareness	☐	☐
USE OF BODY MECHANICS		
Bend at knees	☐	☐
Maintain close proximity to resident	☐	☐
Use wide base of support during transfer	☐	☐
Do not twist	☐	☐
COMPLETION OF TRANSFER		
Wheelchair is positioned appropriately	☐	☐
Wheelchair leg rests are removed	☐	☐
Wheelchair brakes are locked	☐	☐
Stand Pivot Transfer:		
Clinician uses proper hand placement to provide **lowest level of assistance** to resident	☐	☐
Clinician demonstrates and / or instructs resident to do the following:		
Resident weight shifts forward in wheelchair	☐	☐
Resident pushed up from surface to standing	☐	☐
Resident pivots	☐	☐
Resident reaches back and grabs stable surface and sits	☐	☐
Resident completes the transfer successfully	☐	☐
Sliding Board Transfer:		
Arm rest (one close to bed) is removed	☐	☐
Sliding board is positioned accurately under resident's buttocks and at a diagonal to the wheelchair	☐	☐
Clinician uses proper hand placement to provide **lowest level of assistance** to resident	☐	☐
Clinician demonstrates and / or instructs resident to do the following:		
Resident lifts and moves body across sliding board	☐	☐
Resident reaches for armrest and maneuvers into wheelchair seat	☐	☐
Resident removes sliding board	☐	☐
Resident and / or clinician replace arm rest	☐	☐
Resident completes the transfer successfully	☐	☐

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STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Practices in a safe manner that minimizes risk to patients, self and others.	• The student will familiarize him/herself with the their professional association's Code of Ethics, FOX Rehabilitation's, assisted living facilities', and adult medical day programs' policies and procedures as stated in the student's FOX Rehabilitation clinical manual and individual facilities' safety manuals relating to fire, safety and infection control. • The student will understand and comply with universal precautions and will adhere to guidelines at all times. • The student will demonstrate optimal safety awareness of self, patient, and others present. • The student will consistently analyze evaluation/treatment space for potential safety hazards prior to start of evaluation/treatment encounter. The student will anticipate problems along with possible solutions prior to and during all treatment encounters. • The student uses equipment only after proper instruction, and fully complies with all FOX Rehabilitation's policies and procedures regarding fire, safety and infection control. • The student will demonstrate safe set-up of transfer to all surfaces. • The student will demonstrate/utilize ergonomically appropriate proper body mechanics during therapy treatment sessions. • The student will continuously monitor patient's response to treatment and modify as appropriate.
Demonstrates professional behavior in all situations.	• The student demonstrates consistent work behaviors as follows: by taking the initiative to familiarize him/herself with diagnoses and medical conditions that are commonly encountered with geriatric population without consulting student's supervisor; by being prepared to evaluate and treat patients at any time, by showing dependability in attendance and punctuality; and by maintaining the work site so that it is safe and effective for patient evaluation and treatment. • The student prepares a daily program for self and schedules the appropriate amount of time for documentation and preparation/completion of all tasks, including direct patient care time, meeting time, and family meetings. • The student shows flexibility with scheduling and is able to prioritize tasks within time constraints. • The student shows initiative in utilizing recommended time management strategies. • The student consistently collaborates with his/her supervisor(s) to maximize the learning experience by coming prepared to supervisory sessions with a list of questions and reflections, actively participating in supervisory meetings, seeking supervision when necessary and being receptive to/recognizing the value of positive and constructive feedback from the supervisor. • The student actively solicits feedback from his/her supervisor on a regular basis, and articulates a plan for responding to feedback.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Practices in a manner consistent with established legal and professional standards and ethical guidelines.	• The student will demonstrate understanding of the importance of adhering to their professional association's Code of Ethics and FOX Rehabilitation's policies and procedures. • The student will abide by all state and federal laws and regulations governing the practice of therapy. • The student will identify and communicate any situations in which legal questions are present. • The student will maintain patient confidentiality as stated by HIPPA.
Communicates in ways that are congruent with situational needs.	• The student will clearly and effectively communicate verbally and nonverbally with all patients, their families and/or significant others, colleagues, service providers and the public. • The student consistently writes narrative material to staff, patients, families and/or significant others or other interested parties in a legible fashion, using proper spelling, punctuation and grammar. • The student takes responsibility for proofreading all written communications and making the necessary corrections on official documentation in a manner consistent with FOX Rehabilitation policy. • The student demonstrates ability to communicate with a variety of persons/ entities that have varying levels of technical understanding, and can appropriately select language that clearly and accurately conveys the necessary information so that it may be understood: using language that is appropriate for the level of medical expertise, and taking the time to define all medical terms when necessary.
Adapts delivery of therapy services with consideration for patients' differences, values, preferences, and needs.	• The student demonstrates respect for diversity factors of others, including but not limited to sociocultural, socioeconomic, spiritual and lifestyle choices, at all times when interacting with patients, families, and/or significant others, and all FOX Rehabilitation staff. • The student's respect for diversity extends to the assessment process, formulation of a treatment plan and selection of treatment activities/modalities.
Participates in self-assessment to improve clinical and professional performance.	• The student takes responsibility for attaining professional competence by seeking out learning opportunities, such as attending all student lectures, in-services and/or presentations, attending all other student lectures, in-services and/or presentations, attending all FOX Rehabilitation in-services and continuing education courses, completing the student assignments as outlined in the student manual, reading relevant literature, Requesting feedback from the supervisor(s) and other staff, observing/interacting with other disciplines. • The student demonstrates awareness of his/her own strengths and limitations and identifies areas that need continued improvement. • The student consistently demonstrates positive interpersonal skills, including but not limited to, cooperation, flexibility, tact and empathy, when interacting with patients, families and/or significant others, and all FOX Rehabilitation staff.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Applies current knowledge, theory, clinical judgment, and the patient's values and perspective in patient management.	• The student sets forth a clear and logical rationale for decisions made as requested by student's supervisor, other medical personnel, the patient, family and/or significant others in language that is appropriate for the recipient of the information. • The student will critically evaluate published research articles relevant to therapy and apply to clinical practice.
Determines with each patient encounter the patient's need for further examination or consultation by a therapist or referral to another health care professional.	• The student will identify critical signs and symptoms that warrant therapy examination. • The student will recognize the importance of active involvement of the patient's social support team throughout the plan of care with a strong focus on discharge planning. • The student will determine the needs of and available resources for patients. • The student will recommend referrals based on expertise and effectiveness of providers. • The student will assist the patient in accessing resources and coordinating the services of other health care providers.
Performs a patient examination using evidenced-based tests and measures.	• The student demonstrates knowledge of standardized versus non-standardized assessment methods, and selects relevant assessment methods while considering such factors as patient's priorities, context(s), theories and evidence-based practice. • The student is competent in choosing particular assessment methods, and will become proficient in performing identifying and performing the most appropriate FOM's for each patient. • The student sets up the environment appropriate for formal/informal evaluations, i.e., considers the time of day, noise level, use of area where event normally occurs. • Before seeing each new patient, the student reviews the patient's medical chart and discusses the case with pertinent team members. • The student also obtains information from the patient, family, significant others and other team members pertaining to the history of the present illness, past medical/surgical history, and the patient's contextual factors. • The student demonstrates competence in consistently administering both FOX Rehabilitation's evaluation and standardized/non-standardized evaluations for which specific training has been received.
Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.	• The student interprets objective information accurately and uses information appropriately to develop an assessment that includes: current physical performance strengths, potential for improvement, impact of functional deficits on performance, therapy needs which reflect planned interventions. The student sets up the environment appropriate for formal/informal evaluations, i.e., considers the time of day, noise level, use of area where event normally occurs.
Determines a diagnosis and prognosis that guides future patient management.	• The student will establish establish appropriate ICD10 DX Codes based upon their findings. • The student will integrate all of the data and formulate an accurate prognosis.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Establishes a plan of care that is safe, effective, patient-centered, and evidence-based.	• The student establishes an an appropriate POC based on evaluation results, including relevant short term and long term goals. • The student writes a treatment plan that is based upon their clinical analysis along with patient specific goals. • The student will determine appropriate number of visits needed to achieve goals and be able to adequately identify when further services are needed. • The treatment plan is appropriate and patient-centered. The treatment plan reflects knowledge and application of PT/OT/SLP theory and evidence-based practice.
Performs therapy interventions in a competent manner.	• The student articulates a clear and logical rationale for the intervention process by preparing a written initial evaluation that reflects an appropriate treatment plan (including, but not limited to: STGs, LTGs, POC, a projected discharge plan, and an indication that the patient understands the purpose/need/benefit of skilled physical therapy services and wants to actively participate in therapy. • The student articulates the treatment plan appropriately with the student's supervisor, other disciplines, family and significant others. • The student utilizes evidence-based resources to guide the intervention process. • The student consistently selects purposeful and goal-oriented activities that reflect the patient's values, beliefs, interests and abilities. • The student consistently utilizes input from the patient, family and significant others to develop appropriate patient-centered intervention plans. • The student consistently demonstrates the ability to upgrade/downgrade the task/treatment approach when appropriate. • The student demonstrates the ability to modify the task/treatment approach within a timely manner, i.e. within the treatment session.
Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.	• The student consistently demonstrates the ability to clearly and objectively discuss patient progress, current functional status, and remaining POC with the student's supervisor, patient, family and/or significant others. • The student consistently is able to articulate their clinical reasoning to their supervisor, patient, family, and/or significant others reflecting why the treatment plan needs to be altered. • The student observes and appropriately responds to changes in the patient's physical and emotional status by modifying the treatment plan.
Produces quality documentation in a timely manner to support the delivery of therapy services.	• The student will documents all aspects of therapy care including examination, evaluation, plan of care, treatment, response to treatment, discharge planning, family conferences, and communication with others involved in delivery of patient care. • The student will produce documentation in the format outlined in the FOX policy and procedure's manual.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.	• The student will consistently use outcome measures throughout the patient's episode of care. • The student will respond to patient and family satisfaction with the delivery of care. • The student will accurately assess the patient's response to intervention and make adjustments accordingly. • The student will participate in quality assurance, peer review and utilization review as per FOX Rehabilitation's policies.
Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the therapy service consistent with regulatory, legal, and facility guidelines.	• The student will accurately submit patient charges and adhere to reimbursement guidelines as per Medicare and other insurance carrier guidelines. • The student will provide recommendations for equipment and supplies needed. • The student will familiarize him/herself with the weekly schedule of facilities, accommodating to meetings, activities, and preferred treatment times. • The student will manage a daily schedule allowing time for documentation, treatment preparation, supervisor feedback/discussion, meetings/rounds, and direct treatment time. • The student shows flexibility with scheduling and is able to prioritize tasks within time constraints. • The student shows initiative in utilizing recommended time management strategies or soliciting new time management strategies, if needed. • The student will achieve and maintain planned caseload levels within the timeframes designated.
Directs and supervises personnel to meet patient's goals and expected outcomes according to legal standards and ethical guidelines.	• The student will delegate tasks that can be legally and ethically delegated to facility personnel and family members. • The student will monitor and provide regular feedback to the support personnel.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Selects relevant screening and assessment methods while considering such factors as patient's priorities, context(s), theories, and evidence-based practice.	• The student demonstrates knowledge of standardized versus non-standardized assessment methods, and selects relevant assessment methods. • The student demonstrates appropriate selection of FOM with reference to diagnosis and needs of patient. • The student sets up the environment appropriate for formal/informal evaluations, i.e., considers the time of day, noise level, use of area where event normally occurs.
Determine patient's occupational profile and performance through appropriate assessment methods.	• The student routinely determines the patient's occupational profile and occupational performance by obtaining information including, but not limited to, the following: - Diagnosis - Precautions - Social History - Occupational roles - Current Functional Status - Patient/caregiver's goals - Current living situation - Daily routine - Leisure interests - Prior functional status - Durable Medical Equipment owned
Obtains sufficient and necessary information from relevant resources such as patient, families, significant others, service providers, and records prior to and during the evaluation process.	• Before treating each new patient, the student reviews the patient's medical chart, and discusses the case with pertinent team members. • The student also obtains information from the patient, family, significant others, and other team members pertaining to the history of the present illness, past medical/surgical history, and the patient's contextual factors.
Implements intervention plans that are occupation based.	• The student consistently implements a treatment plan that demonstrates purposeful and goal-oriented outcomes. • The student is able to effectively explain the rationale of additional valuable interventions to broaden patient-centered goals.
Modifies task approach and the environment to maximize patient performance.	• The student consistently considers all areas that are meaningful to the patient as well as the patient's interests/needs. • The student consistently demonstrates the ability to upgrade/downgrade the task/treatment approach when appropriate. • The student demonstrates the ability to modify the task/treatment approach within a timely manner, i.e. within the treatment session. • The student consistently is able to articulate their clinical reasoning to their supervisor, patient, family, and/or significant others reflecting why the treatment plan needs to be altered.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Updates, modifies, or terminates the intervention plan based upon careful monitoring of the patient's status.	• The student consistently demonstrates the ability to clearly and objectively discuss patient progress, current functional status, and remaining POC with the student's supervisor, patient, family, and/or significant others. • The student observes and appropriately responds to changes in the patient's physical and emotional status by modifying the treatment plan. • The student recognizes when the patient has received maximum benefit from occupational therapy and terminates treatment when: - All therapy goals are met - Patient's functional status has plateaued and it is determined that there is no potential for further progress - Discharge plans have changed - Medical status has changed • The student appropriately verbalizes when the treatment plan has been modified or terminated to supervisor and appropriate team members (including the patient, family, and/or significant others).
Documents patient's response to services in a manner that demonstrates the efficacy of interventions.	• The student consistently documents each treatment session accurately, including objective information regarding all treatment activities and the patient's functional, psychological, and physiological responses to treatment. • The student utilizes clear and concise language for documentation including professional language, uniform terminology, and approved abbreviations. • The student consistently demonstrates an awareness of FOX Rehabilitation's and the therapy department's documentation guidelines and follows them appropriately. • The student demonstrates consistent use of Medicare Outpatient Manual Levels of Assistance.
Demonstrates through practice or discussion the ability to assign appropriate responsibilities therapy aide.	• Site does not have aides. • Upon random questioning by the student's supervisor, the student will demonstrate the ability to assign appropriate responsibilities to the therapy assistant by verbalizing proper and improper use of the therapy aide in a given situation, and offering rationale for same.
Demonstrates understanding of the costs and funding related to therapy services at this site.	• The student consistently demonstrates understanding of the costs and funding related to therapy services by taking initiative for enhancing his/her own knowledge about the changing regulations and laws concerning reimbursement for services. • The student demonstrates understanding of the costs of services by delivering cogent and focused therapy sessions.
Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.	• The student will familiarize him/herself with the weekly schedule of facilities. • The student will manage a daily schedule allowing time for documentation, treatment preparation, supervisor feedback/discussion, meetings/rounds, and direct treatment time. • The student will be punctual for all scheduled direct patient care time, meeting/rounds time, and family meetings.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Produces the volume of work required in the expected time frame.	• The student shows flexibility with scheduling and is able to prioritize tasks within time constraints. • The student shows initiative in utilizing recommended time management strategies or soliciting new time management strategies, if needed. • The student will achieve and maintain planned caseload levels within the time frames designated.
Clearly and effectively communicates verbally and nonverbally with patients, families, significant others, colleagues, service providers, and the public.	• The student will clearly and effectively communicate verbally and nonverbally with all patients, their families and/or significant others, colleagues, service providers, and the public. • The student demonstrates ability to communicate with a variety of persons/entities that have varying levels of technical understanding, and can appropriately select language that clearly and accurately conveys the necessary information so that it may be understood: using language that is appropriate for the level of medical expertise, and taking the time to define all medical terms when necessary. • In the ALF setting, the student will demonstrate appropriate interaction with CNA or care management staff with regard to follow through of patient needs.
Produces clear and accurate documentation according to site requirements.	• The student consistently demonstrates an awareness of FOX Rehabilitation's documentation guidelines and follows them appropriately. • The student's documentation is easy to follow from session to session to show patient progress. • The student demonstrates consistent use of Medicare Outpatient Manual Levels of Assistance.
All written communication is legible, using proper spelling, punctuation, and grammar.	• The student consistently writes narrative material in a legible fashion, using proper spelling, punctuation, and grammar. • The student takes responsibility for proofreading all written communications and making the necessary corrections on official documentation in a manner consistent with FOX Rehabilitation policy.
Uses language appropriate to the recipient of the information, including but not limited to, funding agencies and regulatory agencies.	• The student consistently uses verbal or written language appropriate to the recipient of the information in all instances of communication. • The student demonstrates ability to communicate with a variety of persons/entities who have varying levels of technical understanding, and can appropriately select language that clearly and accurately conveys the necessary information so that it may be understood.
Collaborates with supervisor(s) to maximize learning experience.	• The student consistently collaborates with his/her supervisor(s) to maximize the learning experience by coming prepared to supervisory sessions with a list of questions and reflections, actively participating in supervisory meetings, seeking supervision when necessary, and being receptive to/recognizing the value of positive and constructive feedback from the supervisor.

STUDENT PROGRAM BEHAVIORAL OBJECTIVES

Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.	• The student takes responsibility for attaining professional competence by seeking out learning opportunities, such as - Attending all student lectures, in-services and/or presentations - Attending all other student lectures, in-services and/or presentations - Attending all FOX Rehabilitation in-services and continuing education courses - Completing the student assignments as outlined in the student manual - Reading relevant literature - Requesting feedback from the supervisor(s) and other staff - Observing/interacting with other disciplines • The student demonstrates awareness of his/her own strengths and limitations and identifies areas that need continued improvement.
Responds constructively to feedback.	• The student actively solicits feedback from his/her supervisor on a regular basis and articulates a plan for responding to feedback.
Demonstrates consistent work behaviors including initiative, preparedness, dependability, and worksite maintenance.	• The student demonstrates consistent work behaviors as follows: by taking the initiative to familiarize him/herself with diagnoses and medical conditions that are commonly encountered with geriatric population without consulting student's supervisor; by being prepared to evaluate and treat patients at any time, even when not previously scheduled; by showing dependability in attendance and punctuality; and by maintaining the work site so that it is safe and effective for patient evaluation and treatment.
Demonstrates effective time management.	• The student prepares a daily program for self and schedules the appropriate amount of time for documentation and preparation/completion of all tasks, including direct patient care time, meeting time, and family meetings. • The student shows flexibility with scheduling and is able to prioritize tasks within time constraints. • The student shows initiative in utilizing recommended time management strategies or soliciting new time management strategies, if needed.