

**Fieldwork Performance Evaluation
For The Occupational Therapy Student**

MS./MR. Beveridge Mia Caroline
NAME: (LAST) (FIRST) (MIDDLE)
Touro Nevada University
COLLEGE OR UNIVERSITY

SIGNATURES:

I HAVE READ THIS REPORT.

Mia Beveridge
SIGNATURE OF STUDENT

FIELDWORK SETTING:

Clark County School District
NAME OF ORGANIZATION/FACILITY

2625 E. St. Louis Ave.
ADDRESS: (STREET OR PO BOX)

Las Vegas N.V. 89104
CITY STATE ZIP

Ex Level II
TYPE OF FIELDWORK

2
NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

Jolain Tyndal OTR/L
SIGNATURE OF RATER #1

Jolain Tyndal OTR/L
PRINT NAME/CREDENTIALS/POSITION

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: 11/5/13 TO: 2/7/14
DATES OF PLACEMENT

472
NUMBER OF HOURS COMPLETED

122
FINAL SCORE

PASS: X NO PASS: _____

Christine Coulthurst MOTR/L
SIGNATURE OF RATER #2 (IF APPLICABLE)

Christine Coulthurst MOTR/L
PRINT NAME/CREDENTIALS/POSITION

SUMMARY COMMENTS:

(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

Fieldwork Performance Evaluation For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy (1).

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards (2) and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results (3). In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- **The rating scales should be carefully studied prior to using this evaluation.** Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- **The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.** If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance. 90 and above
Unsatisfactory Performance. 89 and below

OVERALL FINAL SCORE

Pass 122 points and above
No Pass 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
- 3 — **Meets Standards:** Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
- 2 — **Needs improvement:** Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

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- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. **Adheres to ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site's policies and procedures including when relevant, those related to human subject research.

Midterm	1	2	3	4
Final	1	2	3	4

2. **Adheres to safety regulations:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm	1	2	3	4
Final	1	2	3	4

3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

II. BASIC TENETS:

4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

No opportunity at this time.

• Final

Very limited opportunity to collaborate with individuals other than therapists and school staff, however, able to collaborate through

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III. EVALUATION AND SCREENING:

8. **Articulates a clear and logical rationale** for the evaluation process.

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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.

Midterm	1	(2)	3	4
Final	1	2	(3)	4

13. **Administers assessments** in a uniform manner to ensure findings are valid and reliable.

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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.

Midterm	1	(2)	3	4
Final	1	2	(3)	4

17. **Documents the results of the evaluation process** that demonstrates objective measurement of client's occupational performance.

Midterm	1	(2)	3	4
Final	1	(2)	3	4

Comments on strengths and areas for improvement:

• Midterm

Limited opportunity

• Final

Mia was willing to try a variety of standardized assessments. She continues to work on documenting results in a clear concise manner ~~in a~~ understandable at all levels.

IV. INTERVENTION:

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

Midterm	1	(2)	3	4
Final	1	2	(3)	4

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

Midterm	1	(2)	3	4
Final	1	2	(3)	4

20. Chooses occupations that motivate and challenge clients.

Midterm	1	2	3	4
Final	1	2	3	4

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

Midterm	1	2	3	4
Final	1	2	3	4

22. Implements intervention plans that are client-centered.

Midterm	1	2	3	4
Final	1	2	3	4

23. Implements intervention plans that are occupation-based.

Midterm	1	2	3	4
Final	1	2	3	4

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

Midterm	1	2	3	4
Final	1	2	3	4

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

Midterm	1	2	3	4
Final	1	2	3	4

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

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

Intervention plans are academic goal oriented
Limited opportunity to update or modify intervention plans

• Final

Mia is prepared with creative and activities
Documentation needs to clarify the process and

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.

Midterm	1	2	3	4
Final	1	2	3	4

28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.

Midterm	1	2	3	4
Final	1	2	3	4

29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.

Midterm	1	2	3	4
Final	1	2	3	4

30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.

Midterm	1	2	3	4
Final	1	2	3	4

31. Produces the volume of work required in the expected time frame.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

No opportunity to collaborate with COTA

• Final

Mia sought frequently collaborated with COTA

Mia needs to continue to work on modifying or changing activities according to student's abilities

RATING SCALE FOR STUDENT PERFORMANCE

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VI. COMMUNICATION:

32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

33. **Produces clear and accurate documentation** according to site requirements.

Midterm	1	2	3	4
Final	1	2	3	4

34. **All written communication is legible**, using proper spelling, punctuation, and grammar.

Midterm	1	2	3	4
Final	1	2	3	4

35. **Uses language appropriate to the recipient** of the information, including but not limited to funding agencies and regulatory agencies.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

Limited opportunity
Documentation is ongoing

• Final

In the IEP process, Mia presented information and added anecdotal information to plan for

VII. PROFESSIONAL BEHAVIORS:

36. **Collaborates with supervisor(s)** to maximize the learning experience.

Midterm	1	2	3	4
Final	1	2	3	4

37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm	1	2	3	4
Final	1	2	3	4

38. **Responds constructively to feedback.**

Midterm	1	2	3	4
Final	1	2	3	4

39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.

Midterm	1	2	3	4
Final	1	2	3	4

40. **Demonstrates effective time management.**

Midterm	1	2	3	4
Final	1	2	3	4

41. **Demonstrates positive interpersonal skills** including but not limited to cooperation, flexibility, tact, and empathy.

Midterm	1	2	3	4
Final	1	2	3	4

42. **Demonstrates respect for diversity** factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.

Midterm	1	2	3	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

• Midterm

• Final

Mia is prepared for sessions however as her caseload increased staying on schedule and completing notes in a timely manner was

PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
I. FUNDAMENTALS OF PRACTICE		
1. Adheres to ethics	3	3
2. Adheres to safety regulations	3	3
3. Uses judgment in safety	3	3
II. BASIC TENETS OF OCCUPATIONAL THERAPY		
4. Articulates values and beliefs	2	2
5. Articulates value of occupation	2	2
6. Communicates role of occupational therapist	2	2
7. Collaborates with clients	2	2
III. EVALUATION AND SCREENING		
8. Articulates clear rationale for evaluation	2	2
9. Selects relevant methods	2	2
10. Determines occupational profile	2	2
11. Assesses client and contextual factors	2	2
12. Obtains sufficient and necessary information	2	2
13. Administers assessments	2	2
14. Adjusts/modifies assessment procedures	2	2
15. Interprets evaluation results	2	2
16. Establishes accurate plan	2	2
17. Documents results of evaluation	2	2
IV. INTERVENTION		
18. Articulates clear rationale for intervention	2	2
19. Utilizes evidence to make informed decisions	2	2
20. Chooses occupations that motivate and challenge	2	2
21. Selects relevant occupations	2	2
22. Implements client-centered interventions	3	3
23. Implements occupation based interventions	3	3
24. Modifies approach, occupation, and environment	2	2
25. Updates, modifies, or terminates intervention plan	2	2
26. Documents client's response	2	2
V. MANAGEMENT OF OT SERVICES		
27. Demonstrates ability to assign through practice or discussion	2	2
28. Demonstrates ability to collaborate through practice or discussion	2	2
29. Understands costs and funding	3	3
30. Accomplishes organizational goals	3	3
31. Produces work in expected time frame	3	3
VI. COMMUNICATION		
32. Communicates verbally and nonverbally	2	2
33. Produces clear documentation	2	2
34. Written communication is legible	3	3
35. Uses language appropriate to recipient	3	3
VII. PROFESSIONAL BEHAVIORS		
36. Collaborates with supervisor	3	3
37. Takes responsibility for professional competence	3	3
38. Responds constructively to feedback	2	2
39. Demonstrates consistent work behaviors	3	3
40. Demonstrates time management	3	3
41. Demonstrates positive interpersonal skills	3	3
42. Demonstrates respect for diversity	3	3
TOTAL SCORE	100	122

MIDTERM:

Satisfactory Performance. 90 and above

Unsatisfactory Performance. 89 and below

FINAL:

Pass 122 points and above

No Pass 121 points and below

REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 52, 866–869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapist. *American Journal of Occupational Therapy*, 53, 575–582.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54, 614–616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.

GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—“the physiological function of body systems (including psychological functions)” (WHO, 2001, p.10)
- body structures—“anatomical parts of the body such as organs, limbs and their components [that support body function]” (WHO, 2001, p.10)

(Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.) (5)

Code of Ethics: refer to www.aota.org/general/coe.asp

Collaborate: To work together with a mutual sharing of thoughts and ideas. (ACOTE Glossary)

Competency: adequate skills and abilities to practice as an entry level occupational therapist or occupational therapy assistant

Context: refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.) (5)

Efficacy: having the desired influence or outcome (from Neistadt and Crepeau, Eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998)

Entry-level practice: refer to www.aota.org/members/area2/docs/sectionb.pdf

Evidence-based Practice: “conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research”. (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p.2) (from the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”—found online at www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, editor, 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, editor, 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

Occupational Profile: a profile that describes the client's occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.) (5)

Spiritual: (a context)—the fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.) (5)

Theory: “an organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, Eds. *Willard & Spackman's Occupational Therapy*, 9th edition, 1998, p.521)