

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

MS/MR. Schember Laura M.
NAME: (LAST) (FIRST) (MIDDLE)

Saginaw Valley State University
COLLEGE OR UNIVERSITY

SIGNATURES:
I HAVE READ THIS REPORT.

Laura Schember
SIGNATURE OF STUDENT

FIELDWORK SETTING:

Deer Run Rehabilitation
NAME OF ORGANIZATION/FACILITY

1
NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

4421 W. Main Street
ADDRESS: (STREET OR PO BOX)

Midland MI 48640
CITY STATE ZIP

Bass
SIGNATURE OF RATER #1

Level II Psych/Soc
TYPE OF FIELDWORK

Charles M. Bass OTR
PRINT NAME/CREDENTIALS/POSITION

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

FROM: 05-12-14 TO: 08-01-14
DATES OF PLACEMENT

—
SIGNATURE OF RATER #2 (IF APPLICABLE)

480 +
NUMBER OF HOURS COMPLETED

—
PRINT NAME/CREDENTIALS/POSITION

142
FINAL SCORE

PASS: X NO PASS: _____

SUMMARY COMMENTS:

(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

Laura performs at, or above expected level of competency for an entry level OT in all areas and will be a great asset to any facility she chooses to become employed with.

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.

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

Laura pre-plans during tx. sessions to prevent injury to herself and residents.

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

• Final

Laura goes beyond what is expected to communicate with staff, family, and caregivers, clearly defining her role as a therapist with each resident, and the importance of an occupation based approach.

RATING SCALE FOR STUDENT PERFORMANCE

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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

• Final

Laura is very thorough with the evaluation process and obtaining important information from client, family, and caregivers to support her objective findings and assist in formulating a plan of care.

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

ion

sist
care.

• Final

Laura spends a lot of time outside of the practice setting preparing for treatments and planning a client centered, occupational approach to meet goals.

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

• Final

Laura does very well pre-planning, and meeting deadlines, and is also able to make appropriate adjustments in her schedule to accommodate for client appointments and needs

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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

• Final

Laura uses appropriate communication skills and terminology when speaking, or writing to physicians, staff, client, family, etc...

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

Laura seeks information from all available staff and also researches any concerns or possible treatments that may help her clients.