

Fieldwork Performance Evaluation For The Occupational Therapy Student

NAME: (LAST) (FIRST) (MIDDLE)	SIGNATURES: I HAVE READ THIS REPORT.
COLLEGE OR UNIVERSITY State University	Laura Schember
*	SIGNATURE OF STUDENT
FIELDWORK SETTING:	×
Promise Hospital- The Villages NAME OF ORGANIZATION/FACILITY	NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT
5050 County Road 472 ADDRESS: (STREET OR PO BOX)	
Oxford, Florida 34484 CITY STATE ZIP	SIGNATURE OF RATER #1
TYPE OF HELDWORK	Ellen Dornfeld OTRIL
ORDER OF PLACEMENT: 1 2 3 (4) OUT OF 1 2 3 (4)	PRINT NAMED REPERTIALS POSTITION
PROM: 0 C() 0 2 14 TO: 11 25 2014 DATES OF PLACEMENT	SIGNATURE OF RATER #2 (IF APPLICABLE)
480	
NUMBER OF HOURS COMPLETED 1 4 2	PRINT NAME/CREDENTIALS/POSITION
FINAL SCORE	
PASS:	

SUMMARY COMMENTS:

(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

Laura hus achieved competency as an entry level therapide. She hus evidenced professional growth and development consistent with that of a Level II student transitioning to vote of treating therapist. She has been a joy to have and it is without hesitation that I recommend her as an entry level therapist in her chosen area of specialty.

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.

 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

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

∕lidterm	1	2	3	4
inal	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	8	4
Final	1	2	3	4

Comments on strengths and areas for improvement:

Midterm

• Final

II. BASIC TENETS:

 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

 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

 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

 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

E pticaregivers throughout course of treatment.

• Final

Laura has demonstrated significant growth in the areas of articulating values (beliefs of occupation to potents the serves

4— Exceeds Standards: Performance is highly stalled and self-initiated. This arting is streetly even and would represent the top 5% of all the students you have supervised. The standards: Performance is progressing but still needs improvement to ensure the students and is a strong reting at final. 2.— Needs improvement formance is progressing but still needs improvement or stry-level practice. This rating is infrequently given at midderm and is a strong reting at the final. 1.— Unsatisfactory: Performance is below standards and options developed the tenths of profiles. This rating is given when there is a concern about performance at midlerm, and some ratings of 2 may be reasonable at the final. 1.— Unsatisfactory: Performance is below standards and options of the final options. 3. Articulates a clear and logical rationale for the evaluation process. 3. Articulates a clear and logical rationale for the evaluation process. 3. Articulates a clear and logical rationale for the evaluation process. 3. Midderm 1 2 3 4 Final 1 2 3 4 Fina		F	ATING SCA	LE FOR	STUDEN	IT PERF	DRMANCE	15.	Interprets evaluation results to determine client's occupational
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confident: administration of assessment incommer readily				A3	1000	DT 11	mes more	F	Final 1 2 (3) 4
				cont	Fident	: adr	ministration of.	asse	essmenties becauses readily

4.	00.4-51							
	20.	Chooses or	ccupatio	ns that mo	otivate and	challenge clients.	V. I	MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:
		Midterm Final	1	(2)	3	4	27.	Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy
	21	Selects rele	vant oc	runations	to facilitate	clients meeting estab-		assistant and occupational therapy aide.
		lished goals.		upations		entinued to expor	2	Midterm 1 2 3 4
		Midterm	1	(2)	3	aperure r.		Final 1 2 (3) 4
		Final	1	2	3	4 relevant accupations	28.	Demonstrates through practice or discussion the ability to
	22.	Implements	interve	ntion plan	s that are	client-centered.		actively collaborate with the occupational therapy assistant.
		Midterm	1	2	(3)	4		Midterm 1 2 (3) 4
		Final	1	2	3	(4)		Final 1 2 (3) 4
	23.	Implements	interver	ntion plan	s that are	occupation-based.	29.	Demonstrates understanding of the costs and funding related to occupational therapy services at this site.
		Midterm	1	2	(3)	4		Midterm 1 2 3 4
		Final	1	2	3	4)		Final 1 2 3 4
	24.	Modifies tas	sk appro	ach, occu	pations, ar	nd the environment to	30	
		maximize cli					30.	Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
		Midterm	1	2	(3)	4		Midterm 1 2 & 4
		Final	1	2	(3)	4		Final 1 2 (3) 4
í	25.	Updates, mo upon careful	odifies, o monitori	or termina ng of the c	tes the intellient's statu	ervention plan based s.	31.	Produces the volume of work required in the expected time frame.
		Midterm	1	2	3	4		Midterm 1 2 (3) 4
		Final	1	2	3	(4)		Final 1 2 (3) 4
2						in a manner that	Cor	nments on strengths and areas for improvement:
		demonstrate: Midterm	s the end	cacy of inte	erventions.	2		· Midterm Laura consistently meets
		Final	1	2	3	4		· Midtern Laura consistently meets established deadlines, she utilizes effective time manalgement scrib all ossigned direct indirect daily
(Com	nments on s	trenaths	and area	s for impro	ovement:		all oligned direct indirect daily
			1 / 1		4 - 4	" occurration		dutes.
		mat n	nutiv	ule	- POR	Myc readily	c 10	
	D	nah o	at o	0125		tation of me	5	
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	L	27 111 7 10	(0)	0 10-0	1117 p			
								· Final Laura how demanswates
								the ability to ossess for
								Several factors when assigning
		• Final					(totas to specific patients.
		Laura	- V	105	expoi	nded her		The evidence effective control
						offered to		thinking during this process.
		her	Dubi	ints, s	ine v	us shown		
		signif	cant	6×0U	m:	ability to modif	41	
		HYMIV	rule	in te	wenti	in plan in		

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
- 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

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1 -	 Unsatisfacto: development f 					equires when there is		Final	1	2	(3)	4	
	a concern ab		J		38.	88. Responds constructively to feedback.							
								Midterm	1	2	(3)	4	
VI.	COMMUNICA	ATION:						Final	1	2	3	4	
32.	Clearly and e ly with clients, providers, and	families, s	significar				39.	preparedness				including initiat maintenance.	tive,
	Midterm	1	. 2	(2)	1			Midterm	1	_	60	-	
		1	70					Final	1	2	(3)	4	
	Final	1	2	3	4		40.	Demonstrate	s effectiv	e time m	nanagemen	t.	
33.	Produces cle requirements.		curate c	documenta	tion acc	ording to site		Midterm	1	2	(3)	4	
	Midterm	1	2	(3)	1			Final	1	2	3	4	
	Final	1	2	(3)	4		41.	Demonstrate ited to coope				Is including but athy.	not lim-
34.	All written co			egible, usir	ng prope	r spelling,		Midterm	1	2	(3)=	(A)	
	Midterm	1	2	(3)	4			Final	1	2	3	4	
	Final	1	2	(3)	4		42.					s of others inclu mic, spiritual, ar	
35.	Uses langua	ge approp	oriate to	the recipie	ent of the	information,		lifestyle choic	ces.				
	including but cies.	not limited	to fundi	ng agencies	s and req	gulatory agen-		Midterm	1	2	35	4 final	2
	Midterm	1	2	(3)	4			Final	1	2	3	(4) FIVICE	
	Final	1	2	$\binom{3}{3}$	4	determini when takes Cig.	Co	mments on s	trengths a	ind area	s for impro	vement:	initially
Co	mments on st	ranathe a	nd area	e for impro	wamant	•0		 Midterm 	Requ	115 9	gui	Sar.	100
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VII. PROFESSIONAL BEHAVIORS:

1

experience.

sor(s) and others.

Midterm

Midterm

Final

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

37. Takes responsibility for attaining professional competence by

seeking out learning opportunities and interactions with supervi-

2 (3) 4

cof empoting towards her partent which reading transcends to

• Midterm	Avec	for	grow	mi de	termini
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Final