



Subject: Evaluator: Site: Period: Dates of Course: Course: OTH 620 First Level II Fieldwork Form: Fieldwork Performance Evaluation Mid Term - Level II		
---	--	--

Level II AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student

Midterm Evaluation

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.
- Select the number that corresponds to the description that best describes the students' 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.
- 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.

I. Fundamentals of Practice

	Unsatisfactory: Performance is below standards and requires development for entry level practice. This rating is given when there is a concern about performance.	Needs Improvement: Performance 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.	Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.	Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.
	1	2	3	4
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.	1	2	3	4
2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.	1	2	3	4
3. Uses judgement in safety: Uses sound judgement in regard to safety of self and others during all fieldwork-related activities.	1	2	3	4

(Question 2 of 15)

Comments on strengths and areas for improvement for the Fundamentals of Practice:	

II. Basic Tenets

(Question 3 of 15 - Mandatory)

	Unsatisfactory: Performance is below standards and requires development for entry level practice. This rating is given when there is a concern about performance.	Needs Improvement: Performance 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.	Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.	Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.
	1	2	3	4
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.	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.	1	2	3	4
6. Clearly, confidently and accurately articulates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.	1	2	3	4
7. Collaborates with client, family, and significant others throughout the occupational therapy process.	1	2	3	4

(Question 4 of 15)

Comments on strengths and areas for improvement for the Basic Tenets:	

III. Evaluation and Screening

(Question 5 of 15 - Mandatory)

	Unsatisfactory: Performance is below standards and requires development for entry level practice. This rating is given when there is a concern about performance.	Needs Improvement: Performance 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.	Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.	Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.
	1	2	3	4
8. Articulates a clear and logical rationale for the evaluation process	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.	1	2	3	4

10. Determines client's occupational profile and performance through appropriate assessment methods.	1	2	3	4
11. Assesses client factors and context(s) that support or hinder occupational performance.	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.	1	2	3	4
13. Administers assessments in a uniform manner to ensure findings are valid and reliable.	1	2	3	4
14. Adjusts/modifies the assessment procedures based on clients' needs, behaviors, and culture.	1	2	3	4
15. Interprets evaluation results to determine client's occupational performance strengths and challenges.	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.	1	2	3	4
17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.	1	2	3	4

(Question 6 of 15)

Comments on strengths and areas for improvement in the Evaluation and Screening:	

IV. Intervention

(Question 7 of 15 - Mandatory)

	Unsatisfactory: Performance is below standards and requires development for entry level practice. This rating is given when there is a concern about performance.	Needs Improvement: Performance 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.	Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.	Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.
	1	2	3	4
18. Articulates a clear and logical rationale for the intervention process.	1	2	3	4
19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.	1	2	3	4
20. Chooses occupations that motivate and challenge clients.	1	2	3	4
21. Selects relevant occupations to facilitate clients meeting established goals.	1	2	3	4
22. Implements intervention plans that are client-centered.	1	2	3	4
23. Implements intervention plans that are occupation-based.	1	2	3	4
24. Modifies task approach, occupations, and the environment to maximize client performance.	1	2	3	4
25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.	1	2	3	4
26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.	1	2	3	4

(Question 8 of 15)

Comments on strengths and areas for improvement for the Intervention:	

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

(Question 9 of 15 - Mandatory)

	Unsatisfactory: Performance is below standards and requires development for entry level practice. This rating is given when there is a concern about performance.	Needs Improvement: Performance 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.	Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.	Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.
	1	2	3	4
27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.	1	2	3	4
28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.	1	2	3	4
29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.	1	2	3	4
30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.	1	2	3	4
31. Produces the volume of work required in the expected time frame.	1	2	3	4

(Question 10 of 15)

Comments on strengths and areas for improvement for the Management of Occupational Therapy Services:

VI. COMMUNICATION:

(Question 11 of 15 - Mandatory)

	Unsatisfactory: Performance is below standards and requires development for entry level practice. This rating is given when there is a concern about performance.	Needs Improvement: Performance 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.	Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.	Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.
	1	2	3	4
32. Clearly and effectively communicates verbally and non-verbally with clients, families, significant others, colleagues, service providers, and the public.	1	2	3	4
33. Produces clear and accurate documentation according to site requirements.	1	2	3	4
34. All written communication is legible, using proper spelling, punctuation, and grammar.	1	2	3	4
35. Uses language appropriate to the recipient of the information, including but not limited to, funding agencies and regulatory agencies.	1	2	3	4

(Question 12 of 15)

Comments on strengths and areas for improvement for the Communication:

VII. PROFESSIONAL BEHAVIORS:

(Question 13 of 15 - Mandatory)

	Unsatisfactory: Performance is below standards and requires development for entry level practice. This rating is given when there is a concern about performance.	Needs Improvement: Performance 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.	Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.	Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all students you have supervised.
	1	2	3	4
36. Collaborates with supervisor(s) to maximize the learning experience.	1	2	3	4
37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.	1	2	3	4
38. Responds constructively to feedback.	1	2	3	4
39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.	1	2	3	4

40. Demonstrates effective time management.	1	2	3	4
41. Demonstrates positive interpersonal skills including but not limited to flexibility, tact, and empathy.	1	2	3	4
42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.	1	2	3	4

(Question 14 of 15)

Comments on strengths and areas for improvement for the Professional Behaviors:

Total Score (Question 15 of 15)

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 effect 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, p10.)
(Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606-639.) (5)

Code of Ethics: refer to www.aota.org

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

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".(Sacket 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)