The University of Findlay Occupational Therapy Level I Fieldwork Student Evaluation

Adapted from the Philadelphia Region Fieldwork Consortium FW Student Evaluation

Student:	Facility:				
Supervisor:	Practice Area(s):				
Indicate the student's leve	el of performance using the scale below.				
1=Well Below Standards: 2=Below Standards:	Performance is weak in most required tasks and activities. Work is frequently unacceptable. Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.				
3=Meets Standards: 4=Exceeds Standards:	Carries out required tasks and activities. This rating represents good, solid performance. Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.				
5=Far Exceeds Standards: Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.					
1. Time Management Sk Consider ability to be processed.	1 2 3 4 5				
2. Organization Consider ability to set responsibilities. Comments:	1 2 3 4 5				
3. Engagement in the field Consider student's apprinvestment in individual Comments:	1 2 3 4 5				
4. Self-Directed Learning Consider ability to take Comments:	1 2 3 4 5				
5. Reasoning/ Problem So Consider ability to us synthesize and interpret Comments:	1 2 3 4 5				
6 Writton Communication					
6. Written Communication Consider grammar, squedocumentation skills Comments:	1 2 3 4 5				

7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments:	1 2 3 4 5
8. Observation Skills	
Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations. Comments:	1 2 3 4 5
9. Participation in the Supervisory Process	
Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels. Comments:	1 2 3 4 5
10. Verbal communication and Interpersonal skills with patients/clients/ staff/caregivers	
Consider ability to interact appropriately with individuals of any culture. For example eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; of body language and non-verbal communication; exhibits confidence. Comments:	1 2 3 4 5
11. Professional and Personal Boundaries	
Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues. Comments:	1 2 3 4 5
12. Use of professional terminology	
Consider ability to respect confidentiality; appropriately apply professional terminology (such as uniform terminology, acronyms, abbreviations, etc.) in written and oral communication. Comments:	1 2 3 4 5
13. Ability to think holistically and in a person centered manner	
Consider ability to gather data about the whole person such as their beliefs, culture, environment, roles, habits, and physical/cognitive abilities when forming ideas for treatment, the plan of care and/or discharge planning. Also consider the students ability to articulate how psychological and social factors influence engagement in occupations and programming. Comments:	1 2 3 4 5

PLEASE NOTE: Requirements for passing: Score of 37/65 with no more than one item below a "2" or No more than two items below a "3"							
*Level I Student Self Evaluation must be signed by both the Student and Fieldwork Educator							
Final Score:/6	5 [] Pass	[]	Fail			
Student Signature/ Date				Fieldwork Educator Signature/Date			
Additional Comments:							