

**The University of Findlay  
Occupational Therapy  
Level I Fieldwork Student Evaluation  
OCTH 660**

Adapted from the Philadelphia Region Fieldwork Consortium FW Student Evaluation

Student: \_\_\_\_\_ Facility: \_\_\_\_\_  
Supervisor: \_\_\_\_\_ Practice Area(s): \_\_\_\_\_

**Indicate the student's level of performance using the scale below.**

- 1=Well Below Standards:** Performance is weak in most required tasks and activities. Work is frequently unacceptable.  
**2=Below Standards:** Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.  
**3=Meets Standards:** Carries out required tasks and activities. This rating represents good, solid performance.  
**4=Exceeds Standards:** 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.

<p><b>1. Time Management Skills</b> Consider ability to be prompt, arrive on time, and complete assignments on time. Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>2. Organization</b> Consider ability to set priorities, be dependable, be organized, and follow through with responsibilities. Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>3. Engagement in the fieldwork experience:</b> Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes. Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>4. Self-Directed Learning</b> Consider ability to take responsibility for own learning; demonstrate motivation. Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>5. Reasoning/ Problem Solving</b> Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information, brainstorm and selecting best solutions.. Comments:</p>	<p><b>1 2 3 4 5</b></p>
<p><b>6. Verbal/ Non-Verbal/ Written Communication</b> Consider degree/quality of verbal interactions with staff and clients; body language and non- verbal communication; Consider grammar, spelling, legibility, professionalism of written communication via email contact for placement interactions. Comments:</p>	<p><b>1 2 3 4 5</b></p>

<p><b>7. Initiative</b>          Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.          Comments:</p>	<p>1 2 3 4 5</p>
<p><b>8. Observation Skills</b>          Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations.          Comments:</p>	<p>1 2 3 4 5</p>
<p><b>9. Participation in the Supervisory Process</b>          Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels.          Comments:</p>	<p>1 2 3 4 5</p>
<p><b>10. Interpersonal skills with patients/clients/ staff/caregivers</b>          Consider ability to interact appropriately with individuals of any culture. For example, eye contact, empathy, limit setting, respectfulness, use of authority, etc; Exhibits confidence.          Comments:</p>	<p>1 2 3 4 5</p>
<p><b>11. Professional and Personal Boundaries</b>          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:</p>	<p>1 2 3 4 5</p>
<p><b>12. Ethics and Integrity</b>          Consider ability to respect confidentiality; Demonstrates honesty with interactions with clients and instructors; recognizes professional attitudes, strengths and challenges for growth          Comments:</p>	<p>1 2 3 4 5</p>
<p><b>13. Ability to think holistically and in a person centered manner</b>          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:</p>	<p>1 2 3 4 5</p>

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: \_\_\_\_\_/65      [ ] Pass      [ ] Fail

\_\_\_\_\_  
 Student Signature/ Date

\_\_\_\_\_  
 Fieldwork Educator Signature/Date

Additional Comments: