

**The University of Findlay**  
**Occupational Therapy**  
**Level I Fieldwork Student Evaluation**  
**OCTH 534, 626**

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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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.            Comments:</p>	<p style="text-align: center;"><b>1 2 3 4 5</b></p>
<p><b>6. Written Communication</b>            Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills            Comments:</p>	<p style="text-align: center;"><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. Verbal communication and 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; degree/quality of verbal interactions; of body language and non-verbal communication; 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. Use of professional terminology</b> Consider ability to respect confidentiality; appropriately apply professional terminology (such as uniform terminology, acronyms, abbreviations, etc.) in written and oral communication. 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**

Checking this box indicates that you have reviewed assignments with the student related to this fieldwork experience.

Final Score: \_\_\_\_\_/65                      Pass                      Fail

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

Additional Comments: