

XAVIER UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

LEVEL ONE FIELDWORK EVALUATION FORM*

(STUDENT SELF EVALUATION)

Student name: _____

Name of fieldwork site: _____

Dates of fieldwork: (circle one)

Session I = Sept 5 - Sept 26, 2007 **Session II** = Oct 3 – Oct. 24, 2007 **Session III**= Oct. 31 –Nov. 28, 2007

Total number of hours present at facility: _____

DIRECTIONS:

The Standards developed by the Accreditation Council for Occupational Therapy Education (ACOTE) describes the objective of the level one fieldwork experience as being “to introduce students to the fieldwork experience, and develop a basic comfort level with and understanding of the needs of clients” (AJOT, 53, 583-589). Keeping in mind the focus of level one fieldwork is not to be independent performance, please rate the following statements in each category as to your degree of agreement or disagreement with them concerning the performance of this student. Utilize the descriptors for each item for clarification of expected performance skills.

- **During the final fieldwork session, have a conference with student discussing your evaluation of him/her and his/her completed evaluation of him/herself. Sign both completed forms and return the forms to the Academic Fieldwork Coordinator.**

Supervisor name: _____

Position: _____ OTR: _____ COTA: _____ Other: _____

Absences: Number of Days/Hours: _____ Specific Dates: _____

Amount of Time Made Up: _____ Reason(s) for: _____

Please use this area for comments:

*(Adapted with permission from the Philadelphia Region Fieldwork Consortium Level One Fieldwork Student Evaluation Form, *Journal of Allied Health*, Summer 2003, 86-91).
Revised, Xavier University Department of Occupational Therapy June, 2006

Xavier University
Department of Occupational Therapy
Level I Fieldwork Student Evaluation

Student name: _____ Site: _____

Please indicate the student's performance on each item using the rating scale below (circle the appropriate number):

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 and should be used more than all the others.)
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.

1. Time Management Skills Consider ability to be prompt, arrive on time, and complete assignments on time.	1 2 3 4 5
2. Organization Consider ability to set priorities, be dependable, be organized, and follow through with responsibilities.	1 2 3 4 5
3. Engagement in the Fieldwork Experience Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes.	1 2 3 4 5
4. Self-Directed Learning Consider ability to take responsibility for own learning; demonstrates motivation.	1 2 3 4 5
5. Reasoning/Problem solving Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.	1 2 3 4 5
6. Use of Professional Terminology Consider ability to respect confidentiality; appropriately apply professional terminology (acronyms, abbreviations, etc) in written and oral communication.	1 2 3 4 5
7. Initiative Consider initiative, ability to seek and acquire information from a variety of sources.	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.	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.	1 2 3 4 5
10. Verbal Communication and Interpersonal Skills with Patients/Clients/Staff/Caregivers Consider ability to interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non- verbal communication.	1 2 3 4 5
11. Professional and Personal Boundaries Ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.	1 2 3 4 5

FINAL REVIEW:

[] **This student has performed satisfactorily (Minimum of 33 points total).**

[] **This student has performed unsatisfactorily (Less than 33 points total).**

Student signature: _____ (Indicates student has read evaluation)

Supervisor signature: _____ Date: _____