STUDENT EVALUATION OF THE FIELDWORK EDUCATOR

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

Complete the SEFWE before your final meeting with your fieldwork educator(s).
Make a copy of the form for yourself. This form gets submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.
The SEFWE is signed by both the fieldwork educator(s) and the student.
Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

FIELDWORK EDUCATOR SECTION

General Information

Student Name

Student Email

Placement Start Date

Placement End Date

Fieldwork Educator Name

Fieldwork Educator Email

Fieldwork Educator Years of Experience

☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16+ years

Check the box that best described your opinion of the fieldwork educator's efforts in each area	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Provided ongoing positive feedback in a timely manner	☐	☐	☐	☐	☐
Provided ongoing constructive feedback in a timely manner	☐	☐	☐	☐	☐
Reviewed written work in a timely manner	☐	☐	☐	☐	☐
Made specific suggestions to student to improve performance	☐	☐	☐	☐	☐
Provided clear performance expectations	☐	☐	☐	☐	☐
Sequenced learning experiences to grade progression	☐	☐	☐	☐	☐
Used a variety of instructional strategies	☐	☐	☐	☐	☐
Taught knowledge and skills to facilitate learning and challenge student	☐	☐	☐	☐	☐
Identified resources to promote student development	☐	☐	☐	☐	☐
Presented clear explanations	☐	☐	☐	☐	☐

Check the box that best described your opinion of the fieldwork educator's efforts in each area	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Facilitated student's clinical reasoning	☐	☐	☐	☐	☐
Used a variety of supervisory approaches to facilitate student performance	☐	☐	☐	☐	☐
Elicited and responded to student feedback and concerns	☐	☐	☐	☐	☐
Adjusted responsibilities to facilitate student's growth	☐	☐	☐	☐	☐
Supervision changed as fieldwork progressed	☐	☐	☐	☐	☐
Provided a positive role model of professional behavior in practice	☐	☐	☐	☐	☐
Modeled and encouraged occupation-based practice	☐	☐	☐	☐	☐
Modeled and encouraged client-centered practice	☐	☐	☐	☐	☐
Modeled and encouraged evidence-based practice	☐	☐	☐	☐	☐
Modeled and encouraged interprofessional collaboration	☐	☐	☐	☐	☐
Modeled and encouraged intraprofessional collaboration	☐	☐	☐	☐	☐

Additional comments:

FIELDWORK SITE SECTION

General Information

Practice Setting

Fieldwork Site Name & Address

Placement Start Date Placement End Date Hours Required per Week

Work Schedule

☐ Weekends required ☐ Evenings required ☐ Flex/Alternative schedules

☐ Other:

Can the site be accessed by public transportation?

☐ Yes ☐ No

Is Parking Available at the Site? How much is parking per day?

☐ Yes ☐ No

Can future students contact you and ask you about your experience at this site?

☐ Yes ☐ No

Patient Information

Age Groups you worked with

☐ 0-5 years old ☐ 6-12 years old ☐ 13-21 years old

☐ 22-65 years old ☐ 65+ years old

Describe the typical patient population

- ☐ In-Patient Acute
- ☐ In-Patient Rehab
- ☐ SNF / Sub-Acute / Acute Long-Term Care
- ☐ General Rehab Outpatient
- ☐ Outpatient Hands
- ☐ Pediatric Hospital/Unit
- ☐ Peds Hospital Outpatient
- ☐ In-Patient Psych
- Other:
- ☐ Behavioral Health Community
- ☐ Older Adult Community Living
- ☐ Older Adult Day Program
- ☐ Outpatient / Hand private practice
- ☐ Adult Day Program for DD Home
- ☐ Health
- ☐ Peds Outpatient Clinic
- ☐ Early Intervention
- ☐ School

Describe how you addressed the psychological and social factors of your clients during THIS Level II fieldwork placement:

Orientation - Week 1

Indicate the adequacy of the orientation by checking "Yes" (Y) or "Needs Improvement" (I) for each area:

Orientation Topics	Yes	Needs Improvement
Site-specific fieldwork objectives	☐	☐
Student supervision process	☐	☐
Requirements/assignments for students	☐	☐
Student schedule (daily/weekly/montly)	☐	☐
Agency/Department policies and procedures	☐	☐
Documentation procedures	☐	☐
Safety and Emergency procedures	☐	☐

Comments for the Orientation:

OCCUPATIONAL THERAPY PROCESS

I. Evaluation

Formal Assessment Tools Used:

- [ ] Allen Cognitive Level Screening
- [ ] Allen Diagnostic Module
- [ ] Ashworth Scale (Tone)
- [ ] Assessment of Motor & Perceptual Skills
- [ ] Beery Visual Motor Integration test
- [ ] Box and Block
- [ ] Bruininks-Oseretsky Test-2
- [ ] BTE
- [ ] Childrens Assessment of Participation & Enjoyment/Preference for Activities of Children
- [ ] Children's Occupational Self Assessment
- [ ] Canadian Occupational Performance Measure
- [ ] Cognistat
- [ ] Cognitive Assessment of Minnesota
- [ ] Coping Inventory
- [ ] Dynamometer
- [ ] Early Coping Inventory
- [ ] Functional Independence Measure
- [ ] Gardner DVPT: Motor/Non-Motor
- [ ] Goniometry
- [ ] Harter Self Perception Profile
- [ ] Hawaii Early Learning Profile
- [ ] Jebsen Hand Function Test
- [ ] Kitchen Task Assessment
- [ ] Kohlman Evaluation of Living Skills
- [ ] LOTCA
- [ ] Manual Muscle Testing
- [ ] Middlesex Elderly Assessment of Mental State
- [ ] Michigan
- [ ] Mini Mental State
- [ ] Motor-Free Visual Perception Test (MVTP-3)
- [ ] Moberg Pick Up Test
- [ ] Nine Hole Peg Test
- [ ] Occupational Performance History Interview
- [ ] Occupational Self Assessment
- [ ] Peabody Developmental Motor Scale
- [ ] Pediatric Evaluation of Disability (PEDI)
- [ ] Piers Harris Self Concept Scale
- [ ] Pinch Meter
- [ ] Routine Task Inventory
- [ ] School Function Assessment (SFA)
- [ ] Self-Assessment of Occupational Functioning
- [ ] Semmes-Weinstein Monofilament
- [ ] Sensory Profile
- [ ] Social Skills Rating System
- [ ] Volumeter
- [ ] WeeFIM

Other:

OCCUPATIONAL THERAPY PROCESS

II. Intervention
Types of Intervention

Occupations: Broad and specific daily life events that are personalized and meaningful to the client (AOTA, 2020, p.59)

☐ Individual ☐ Group ☐ Population

Activities: Components of occupations that are objective and separate from the client's engagement or contexts (AOTA, 2020, p. 59)

☐ Individual ☐ Group ☐ Population

PAMS and Mechanical Modalities: Modalities, devices and techniques to prepare the client for occupational performance (AOTA, 2020, p. 59)

☐ Individual ☐ Group ☐ Population

Orthotics & Prosthetics: Construction of devices to mobilize, immobilize, or support body structures to enhance participation in occupations (AOTA, 2020, p. 60)

☐ Individual ☐ Group ☐ Population

Assistive technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupation (AOTA, 2020, p. 60)

☐ Individual ☐ Group ☐ Population

Functional/Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)

☐ Individual ☐ Group ☐ Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)

☐ Individual ☐ Group ☐ Population

Education: Imparting of knowledge and information about occupation, health, well-being, and participation to enable the client to acquire helpful behaviors, habits, and routines (AOTA, 2020, p. 61)

☐ Individual ☐ Group ☐ Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goals in a real-life, applied situation (AOTA, 2020, p. 61)

☐ Individual ☐ Group ☐ Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)

☐ Individual ☐ Group ☐ Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)

☐ Individual ☐ Group ☐ Population

Functional groups, activity groups, task groups, social groups or other groups: Groups used in health care settings, within the community or within organization that allow clients to explore and develop skills for participation, including basic social interaction skills and tools for self-regulation, goal setting and positive choice making (AOTA, 2020, p. 62)

☐ Individual ☐ Group ☐ Population

Telehealth: Use of technology to plan, implement, and evaluation occupational therapy intervention, education and consultations (AOTA, 2020, p. 62)

☐ Individual ☐ Group ☐ Population

Approaches to Intervention

Assistance technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupation (AOTA, 2020, p. 60)

☐ Individual ☐ Group ☐ Population

Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)

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☐ Individual ☐ Group ☐ Population

What percentage of interventions were provided in the following formats: (The total should be equal to 100%)

Individual

Group

Co-treatment

Population

Total

OCCUPATIONAL THERAPY PROCESS

III. Outcomes

Identify the types of outcomes measured as a result of OT intervention provided (AOTA, 2020)	Yes	No
Occupational Performance	☐	☐
Improvement	☐	☐
Enhancement	☐	☐
Prevention	☐	☐
Health & Wellness	☐	☐
Quality of Life	☐	☐
Participation	☐	☐
Role Competence	☐	☐
Well Being	☐	☐
Occupational Justice	☐	☐

Overall Evaluation

Aspects of the environment	Yes	No
The current Practice Framework was integrated into practice	☐	☐
Evidence-based practice was integrated into OT intervention	☐	☐
There were opportunities for OT/OTA collaboration	☐	☐
There were opportunities to collaborate with other professionals	☐	☐
There were opportunities to assist in the supervision of others	☐	☐
There were opportunities to interact with other students	☐	☐
There were opportunities to expand knowledge of community resources	☐	☐
Student work area/supplies/equipment were adequate	☐	☐

Additional educational opportunities provided with comments (specify)

Documentation Format

- ☐ Narrative
- ☐ Electronic
- ☐ Checklist
- ☐ Soap
- ☐ Handwritten documentation
- ☐ Other:

Time frame and frequency of documentation

- ☐ Daily
- ☐ Biweekly
- ☐ Weekly
- ☐ Other:

Caseload expectation at the end of the student experience

Productivity expectation at the end of the student experience

Frequency of meetings with fieldwork educator

- ☐ Daily
- ☐ Biweekly
- ☐ Weekly
- ☐ Other:

What was the primary model of supervision used?

- ☐ One fieldwork educator : one student
- ☐ One fieldwork educator : group of students
- ☐ Two fieldwork educators : one student
- ☐ One fieldwork educator : two students
- ☐ Distant supervision (primarily off-site)
- ☐ Three fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Supervisory methods to promote reflective practice

- ☐ Journaling
- ☐ Processing verbally
- ☐ Student self assessment
- ☐ Written submission of intervention plans and rationale
- ☐ Other:

General comments on supervision:

Summary of Fieldwork Experience

Rate your expectations	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Expectations of fieldwork experience were clearly defined	☐	☐	☐	☐	☐
Expectations were challenging but not overwhelming	☐	☐	☐	☐	☐
Experiences supported student's professional development	☐	☐	☐	☐	☐

Please identify the extent of opportunities that students will have to incorporate the following themes in occupational therapy practice during the fieldwork experience

	No opportunities	Limited opportunities	Some opportunities	Many opportunities (with most clients)	Consistent opportunities (for all clients)
Client-centered practice Occupation-based practice	☐	☐	☐	☐	☐
Evidence-based practice Leadership & advocacy	☐	☐	☐	☐	☐
Interprofessional education Community integration	☐	☐	☐	☐	☐

Please specify the themes that were not listed in the list above:

What other disciplines of the student presence were at the site?

☐ PT ☐ PTA ☐ SLP ☐ Nursing ☐ Social Work ☐ Medical

☐ PA ☐ MD ☐ DO ☐ Recreational therapy ☐ Athletic trainer ☐ Other:

If other OT/OTA student present, what level?

☐ OTA Associate ☐ OTA Baccalaureate ☐ OT Master ☐ OT Doctor

Do you feel you were adequately prepared for placement?

☐ Yes ☐ No

Why do you feel that you weren't prepared for the placement?

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

How likely will you recommend this fieldwork site to other students?

0 - Unlikely 10 - Very likely

Please specify the reasons for your recommendation:

Your fieldwork experience must be discussed with your supervisor before you submit this form

☐ Yes, I have discussed my fieldwork experience with my supervisor

Date: Students signature:

_____