



## Fieldwork Level I Evaluation

Student Name: \_\_\_\_\_ Fieldwork Site: \_\_\_\_\_

Fieldwork Practice Area:  Peds  Adolescent/Adult  Adult/Older Adult

Fieldwork Educator: \_\_\_\_\_ Placement Dates: From: \_\_\_\_\_ To: \_\_\_\_\_

Type of Evaluation: \_\_\_\_\_ Mid-Term \_\_\_\_\_ Final

### RATING SCALE

- 1 Unsatisfactory - The student does not demonstrate the required level of professional skill or behavior.**
- 2 Needs Improvement -The student, while beginning to demonstrate the required level of professional skill or behavior needs improvement in either quality or quantity.**
- 3 Satisfactory - The student demonstrates the required level of professional skill or behavior.**

**Grading:** The Fieldwork Evaluation is on a **Pass/Fail** basis. The student must receive a Satisfactory Grade on the final fieldwork evaluation in order to pass the course.

#### Midterm Fieldwork Evaluation:

The fieldwork evaluation form should be used at Midterm and scored according to how the student is performing for midterm expectations. Any concerns about potential failures should be discussed with the student, documented on the bottom of the evaluation form, and discussed via contact with the Academic Fieldwork Coordinator at Brenau.

#### Final Fieldwork Evaluation:

In order to pass the Level I Fieldwork rotation the student must demonstrate an overall satisfactory performance. On the final evaluation a passing score requires no more than two items receiving a "Needs Improvement" rating (# 2). Additionally, any student receiving a rating of any "Unsatisfactory" (#1) scores will result in a fieldwork failure. Please note, supervisors are requested to assure that the student has the opportunity to practice all of the behaviors on the evaluation form, therefore, **N/A should not be used for any item.**

	1	2	3	Comments
<b>Professional Behaviors</b>				
Collaborates with supervisor (s) to maximize the learning experience.				
Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor (s) and others.				
Responds constructively to feedback.				
Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.				
Demonstrates effective time management.				
Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.				
Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.				

<b>Professional Skills</b>				
Shows emerging ability to recognize and obtain relevant data (both clinical and organizational for the setting).				
Articulates a clear and logical rationale for the intervention process.				
Selects, plans and implements (as feasible) appropriate interventions with assigned patients/clients.				
Articulates potential occupational therapy assessments appropriate to the setting and or population, as directed by Fieldwork Educator.				
Articulates general indicators for discharge as it is relevant to the fieldwork site.				
Identify the roles and responsibilities of other professionals (and or students from other disciplines) within the setting, e.g., Program Director, COTA, SLP, PT, SW, Nursing, Educators, Psychologist, Vocational Counselors, etc.				
Produces clear and accurate documentation according to site requirements.				
Articulates specific Occupational Therapy (OT) role functions within the setting.				
<b>Site Specific Objectives (if not addressed in above areas)</b>				
No additional objectives needed. Above-mentioned objectives meet site specific objectives.	Y	N		

Fieldwork Educator's General Comments:

Student's Comments:

I have reviewed this report:

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Fieldwork Educator

\_\_\_\_\_  
Date