



**Student's Performance Evaluation  
 Level I Fieldwork**

Complete the following in print.

Name of Student: \_\_\_\_\_

Name of Supervisor & Email: \_\_\_\_\_

Name of Facility: \_\_\_\_\_

Type of Facility: \_\_\_\_\_

Dates of Placement: from \_\_\_\_\_ to \_\_\_\_\_

**Instructions:** This evaluation is to be completed by the identified fieldwork educator for the level I experience. All items must be scored using the following scale:

<b>4</b>	<b>Exceeds standards</b> – Frequently carries out required tasks and activities that surpass requirements. At times, performance is exceptional.	65-80 points
<b>3</b>	<b>Meets standards</b> – Carries out required tasks and activities. Performance is consistent with the expectations of a level I student. This is an expected final score.	64 points
<b>2</b>	<b>Needs improvement</b> – Opportunities for improvement exist. However, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.	63 points
<b>1</b>	<b>Unsatisfactory</b> – Performance is below standards and requires significant further development. This rating is given when there is a concern about performance.	62 points or less
If a student earns a score of 2 or less, please add comments about the student's performance & professional behaviors. A student must earn a minimum score of 64 points to pass.		

<b>I. FUNDAMENTALS OF PRACTICE - The student:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Adheres consistently to the fieldwork site ethical standards.</b> Follows ethical standards for fieldwork site. Abides by HIPAA and FERPA. Respects privacy of client.				
<b>2. Adheres consistently to safety regulations, &amp; uses sound judgment to ensure safety.</b>				
<b>II. FOUNDATIONS OF OCCUPATIONAL THERAPY – The student:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3. Articulates values and beliefs of occupational therapy.</b> Verbalizes definition of OT as relevant to the fieldwork site or audience.				
<b>III. PROFESSIONAL BEHAVIORS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>4. Time management skills.</b> Consider student's ability to be prompt, arriving and completing assignments on time.				
<b>5. Organization.</b> Consider the student's ability to be set priorities, be dependable, be organized, and follow through with responsibilities.				
<b>6. Engagement in fieldwork experience.</b> Consider student's apparent level of interest, level of active participation while on site, & investment in individuals and treatment outcomes.				
<b>7. Self-directed learning.</b> Consider student's ability to take responsibility for own learning and to demonstrate motivation.				

	1	2	3	4
8. <b>Reasoning &amp; problem solving.</b> Consider student's ability to take responsibility for own learning and to demonstrate motivation.				
9. <b>Initiative.</b> Consider student's initiative, ability to seek and acquire information from variety of sources, and demonstrate flexibility as needed.				
10. <b>Observation skills.</b> Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations.				
11. <b>Participation in supervisory process.</b> Consider student's ability to give, receive, and respond to feedback; seek guidance when necessary; and follow proper channels of communication.				
12. <b>Verbal communication &amp; interpersonal skills with patients/clients, staff, and caregivers.</b> Consider student's ability to interact appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.				
13. <b>Professional &amp; personal boundaries.</b> Consider student's ability to recognize <sup>7</sup> handle personal & professional frustrations; balance personal & professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues.				
14. <b>Respects the views of others.</b>				
15. <b>Demonstrates respect for others at all times.</b>				
16. <b>Demonstrates respect for diversity</b> factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choice.				
<b>IV. SCREENING/EVALUATION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
17. <b>Contributes to screening/evaluation process.</b> Identifies resources. Could include chart review. Assists with set-up/clean-up.				
18. <b>Demonstrates awareness of client factors and contexts</b> that support or hinder occupational performance.				
<b>V. INTERVENTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
19. <b>Contributes to the intervention process.</b> Could include preparing area, identifying resources and evidence.				
20. <b>Identifies interventions consistent with client evaluation and goals.</b> Student collaborates to the selection of relevant occupations to facilitate meeting established goals.				

COMMENTS:

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Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Fieldwork educator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_