



**Student's Performance Evaluation
 Level I Psychosocial 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:

4	Exceeds standards – Frequently carries out required tasks and activities that surpass requirements. At times, performance is exceptional.	65-80 points
3	Meets standards – 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
2	Needs improvement – Opportunities for improvement exist. However, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.	63 points
1	Unsatisfactory – 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.		

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

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

COMMENTS:

Student's signature: _____

Date: _____

Fieldwork educator's Signature: _____

Date: _____