

LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

Introduction

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Competency Evaluation for OT and OTA Students* complements the *AOTA Fieldwork Performance Evaluation for the OT Student* and *for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

This tool is divided into five sections:

- I. Fundamentals of Practice
- II. Foundations of Occupational Therapy
- III. Professional Behaviors
- IV. Screening and Evaluation
- V. Intervention

The first 3 sections are identified as mandatory, as they are applicable to all practice settings and assess basic skills. The last 2 sections are *optional*, allowing an OT/OTA academic program to select relevant sections for a particular Level I experience in that program. The AFWC should make this clear to the FWEd. The criterion for satisfactory performance is determined by the OT/OTA academic program.

Directions

This tool is to be completed by the identified FWEd for the Level I experience.

The rating scale ranges from

U	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
B	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
M	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
E	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
O	Outstanding	Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

COMMENT REQUIRED FOR ALL ITEMS SCORED "B" or "U."

LEVEL I FIELDWORK COMPETENCY EVALUATION FOR OT AND OTA STUDENTS

STUDENT INFORMATION:	
Student Name: _____	Date: _____
First Middle Last	Semester: _____
Site Name: _____	Practice Setting: _____
Student ID: _____	
Student's School: _____	Course Number: _____
Hours Completed: _____	FW Sequence: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>

PRIMARY FWEd INFORMATION	
FWEd Name: _____	Past Experience: _____
First Last Credentials	(# of FWI Students) (# of FWII students)
FWEd License #: _____	FWEd Credentials: <input type="checkbox"/> OT: OTA:
Years of Experience: _____	<input type="checkbox"/> Other: _____
Have you attended the AOTA FWEd Certificate Course? <input type="checkbox"/> Yes <input type="checkbox"/> No	If other: _____

Indicate the student's level of performance using the scale below.

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I. FUNDAMENTALS OF PRACTICE

THE STUDENT:

	U B M E O
<p>1. Adheres consistently to AOTA's Occupational Therapy Code of Ethics. Follows ethical standards for FW setting. Abides by Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Respects privacy of client. COMMENTS:</p>	
<p>2. Adheres consistently to safety regulations, and uses sound judgment to ensure safety. Follows FW setting's policies and procedures for client safety. Demonstrates awareness of hazardous situations, and reports safety issues to supervisor. COMMENTS:</p>	

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

THE STUDENT:	U B M E O
<p>1. Articulates values and beliefs of occupational therapy. Verbalizes definition of occupational therapy as relevant to FW setting or audience. COMMENTS:</p>	
<p>2. Utilizes relevant evidence to make informed practice decisions. Connects class concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies and provides evidence that is relevant to setting or clients. COMMENTS:</p>	

III. PROFESSIONAL BEHAVIOR

	U B M E O
<p>1. Time management skills. Consider student's ability to be prompt, arriving and completing assignments on time. COMMENTS:</p>	
<p>2. Organization. Consider student's ability to set priorities, be dependable, be organized, and follow through with responsibilities. COMMENTS:</p>	
<p>3. Engagement in FW experience. Consider student's apparent level of interest, level of active participation while on site, and investment in individuals and treatment outcomes. COMMENTS:</p>	
<p>4. Self-directed learning. Consider student's ability to take responsibility for own learning and to demonstrate motivation. COMMENTS:</p>	
<p>5. Reasoning and problem solving. Consider student's ability to use self-reflection; willingness to ask questions; ability to analyze, synthesize, and interpret information; and understand OT process. COMMENTS:</p>	
<p>6. Written communication. Consider student's ability to use proper grammar and spelling, legibility of work, successful completion of written assignments, and documentation skills. COMMENTS:</p>	
<p>7. Initiative. Consider student's initiative, ability to seek and acquire information from a variety of sources, and demonstrate flexibility as needed. COMMENTS:</p>	
<p>8. Observation skills. Consider student's ability to observe relevant behaviors related to occupational performance and client factors and to verbalize perceptions and observations. COMMENTS:</p>	

<p>9. 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. COMMENTS:</p>	
<p>10. Verbal communication and 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. COMMENTS:</p>	
<p>11. Professional and personal boundaries. Consider student's ability to recognize and handle personal and professional frustrations; balance personal and professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; and be responsive to social cues. COMMENTS:</p>	
<p>12. Use of professional terminology. Consider student's ability to respect confidentiality; appropriately apply professional terminology (e.g., <i>Occupational Therapy Practice Framework</i> terms and OT acronyms/abbreviations) in written and oral communication. COMMENTS:</p>	

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IV. SCREENING AND EVALUATION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p>1. Contributes to screening/evaluation process. Communicates observations. Identifies resources for evaluation process. Could include chart review. COMMENT:</p>	
<p>2. Completes an interview and drafts an occupational profile. COMMENT:</p>	
<p>3. Identifies potential goals from evaluation process. COMMENT:</p>	
<p>4. Drafts documentation consistent with practice setting. COMMENT:</p>	

V. INTERVENTION (enter N/A = Not Applicable if not required on this placement)

THE STUDENT:	U B M E O N/A
<p>1. Contributes to intervention process. Could include preparing clinic area and identifying resources and evidence. COMMENT:</p>	
<p>2. Identifies interventions consistent with client evaluation and goals. COMMENT:</p>	

<p>3. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified. COMMENT:</p>	
<p>4. Engages in and values evidence-based practice by seeking evidence to support or negate intervention approach. COMMENT:</p>	
<p>5. Administers interventions that are occupation-based and client-centered within guidelines of facility. COMMENT:</p>	
<p>6. Recognizes (verbal, written, or demonstration) need to modify interventions on basis of client response. COMMENT:</p>	
<p>7. Recognizes (verbal, written, or demonstration) need to modify or terminate intervention plan on basis of client response. COMMENT:</p>	
<p>8. Drafts documentation for intervention using typical procedures used in FW practice setting. COMMENT:</p>	

Summary:

Student Signature

Date:

FWEd Signature

Date:

Additional resources available at <https://www.aota.org/Education-Careers/Fieldwork.aspx>