

**Fieldwork Performance Evaluation  
For The Occupational Therapy Assistant Student**

MS./MR. \_\_\_\_\_  
NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY \_\_\_\_\_

**FIELDWORK SETTING:**

NAME OF ORGANIZATION/FACILITY \_\_\_\_\_

ADDRESS: (STREET OR PO BOX) \_\_\_\_\_

CITY STATE ZIP \_\_\_\_\_

TYPE OF FIELDWORK \_\_\_\_\_

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: TO: \_\_\_\_\_  
DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED \_\_\_\_\_

**FINAL SCORE** \_\_\_\_\_

**PASS:** \_\_\_\_\_ **NO PASS:** \_\_\_\_\_

**SUMMARY COMMENTS:**  
(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

**SIGNATURES:**  
I HAVE READ THIS REPORT.

\_\_\_\_\_  
SIGNATURE OF STUDENT

\_\_\_\_\_  
NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

\_\_\_\_\_  
SIGNATURE OF RATER #1

\_\_\_\_\_  
PRINT NAME/CREDENTIALS/POSITION

\_\_\_\_\_  
SIGNATURE OF RATER #2 (IF APPLICABLE)

\_\_\_\_\_  
PRINT NAME/CREDENTIALS/POSITION

AOTA grants permission to photocopy the *Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student* for training purposes only. Training purposes encompass using the FWPE forms in student notebooks and training manuals for clinical fieldwork sites, in training sessions for practitioners on the proper use and scoring of the forms, and for students to complete a self-analysis during their fieldwork training. Permission to use the forms must be submitted to [copyright@aota.org](mailto:copyright@aota.org)

# Fieldwork Performance Evaluation For The Occupational Therapy Assistant Student

This evaluation is a revision of the 1983 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapy Assistant and was produced by a committee of the Commission on Education.

## PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student is to measure entry-level competence of the occupational therapy assistant student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy<sup>1</sup>.

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards<sup>2</sup> and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results<sup>3</sup>. In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapy assistant.

## USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. **The midterm and final evaluation scores will reflect development of student competency and growth.** In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: (1) a student exhibits unsatisfactory behavior in a substantial number of tasks or (2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

## DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 25 performance items.
- Every item must be scored, using the one to four point rating scale (see below).
- **The rating scales should be carefully studied prior to using this evaluation.** Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- **The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience.** If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

## OVERALL MIDTERM SCORE

Satisfactory Performance . . . . . 54 and above  
Unsatisfactory Performance . . . . . 53 and below

## OVERALL FINAL SCORE

Pass. . . . . 70 points and above  
No Pass. . . . . 69 points and below

## RATING SCALE FOR STUDENT PERFORMANCE

- 4 — **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and **would represent the top 5% of all the students** you have supervised.
- 3 — **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**.
- 2 — **Needs improvement:** Performance is **progressing but** still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final.
- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

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- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

## I. FUNDAMENTALS OF PRACTICE:

*All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.*

1. **Ethics:** Adheres consistently to the American Occupational Therapy Association Code of Ethics<sup>4</sup> and site's policies and procedures.

Midterm	1	2	3	4
Final	1	2	3	4

2. **Safety:** Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

Midterm	1	2	3	4
Final	1	2	3	4

3. **Safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.

Midterm	1	2	3	4
Final	1	2	3	4

### Comments on strengths and areas for improvement

• Midterm

• Final

## II. BASIC TENETS OF OCCUPATIONAL THERAPY

4. **Occupational Therapy Philosophy:** Clearly communicates the values and beliefs of occupational therapy, highlighting the use of occupation to clients, families, significant others, and service providers.

Midterm	1	2	3	4
Final	1	2	3	4

5. **Occupational Therapist/Occupational Therapy Assistant Roles:** Communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, and service providers.

Midterm	1	2	3	4
Final	1	2	3	4

6. **Evidenced-based Practice:** Makes informed practice decisions based on published research and relevant informational resources.

Midterm	1	2	3	4
Final	1	2	3	4

### Comments on strengths and areas for improvement

• Midterm

• Final

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## Comments on strengths and areas for improvement

- Midterm

### III. EVALUATION/SCREENING:

*(Includes daily evaluation of interventions)*

7. **Gathers Data:** Under the supervision of and in cooperation with the occupational therapist and/or occupational therapy assistant, accurately gathers relevant information regarding a client's occupations of self care, productivity, leisure, and the factors that support and hinder occupational performance.

Midterm	1	2	3	4
Final	1	2	3	4

8. **Administers Assessments:** Establishes service competency in assessment methods, including but not limited to interviews, observations, assessment tools, and chart reviews within the context of the service delivery setting.

Midterm	1	2	3	4
Final	1	2	3	4

9. **Interprets:** Assists with interpreting assessments in relation to the client's performance and goals in collaboration with the occupational therapist.

Midterm	1	2	3	4
Final	1	2	3	4

10. **Reports:** Reports results accurately in a clear, concise manner that reflects the client's status and goals.

Midterm	1	2	3	4
Final	1	2	3	4

11. **Establish Goals:** Develops client-centered and occupation-based goals in collaboration with the occupational therapist.

Midterm	1	2	3	4
Final	1	2	3	4

- Final

### IV. INTERVENTION:

12. **Plans Intervention:** In collaboration with the occupational therapist, establishes methods, duration, and frequency of interventions that are client-centered and occupation-based. Intervention plans reflect context of setting.

Midterm	1	2	3	4
Final	1	2	3	4

13. **Selects Intervention:** Selects and sequences relevant interventions that promote the client's ability to engage in occupations.

Midterm	1	2	3	4
Final	1	2	3	4

14. **Implements Intervention:** Implements occupation-based interventions effectively in collaboration with clients, families, significant others, and service providers.

Midterm	1	2	3	4
Final	1	2	3	4

15. **Activity Analysis:** Grades activities to motivate and challenge clients in order to facilitate progress.

Midterm	1	2	3	4
Final	1	2	3	4

16. **Therapeutic Use of Self:** Effectively interacts with clients to facilitate accomplishment of established goals.

Midterm	1	2	3	4
Final	1	2	3	4

17. **Modifies Intervention Plan:** Monitors the client's status in order to update, change, or terminate the intervention plan in collaboration with the occupational therapist.

Midterm	1	2	3	4
Final	1	2	3	4

**Comments on strengths and areas for improvement**

• Midterm

## V. COMMUNICATION:

18. **Verbal/Nonverbal Communication:** Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.

Midterm	1	2	3	4
Final	1	2	3	4

19. **Written Communication:** Produces clear and accurate documentation according to site requirements. All writing is legible, using proper spelling, punctuation, and grammar.

Midterm	1	2	3	4
Final	1	2	3	4

**Comments on strengths and areas for improvement**

• Midterm

• Final

• Final

## RATING SCALE FOR STUDENT PERFORMANCE

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- 1 — **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when **there is a concern about performance**.

## Comments on strengths and areas for improvement

- Midterm

## VI. PROFESSIONAL BEHAVIORS:

20. **Self-Responsibility:** Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm	1	2	3	4
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Final	1	2	3	4
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21. **Responds to Feedback:** Responds constructively to feedback.

Midterm	1	2	3	4
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Final	1	2	3	4
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- Final

22. **Work Behaviors:** Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

Midterm	1	2	3	4
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Final	1	2	3	4
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23. **Time Management:** Demonstrates effective time management.

Midterm	1	2	3	4
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Final	1	2	3	4
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24. **Interpersonal Skills:** Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

Midterm	1	2	3	4
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Final	1	2	3	4
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25. **Cultural Competence:** Demonstrates respect for diversity factors of others including but not limited to sociocultural, socioeconomic, spiritual, and lifestyle choices.

Midterm	1	2	3	4
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Final	1	2	3	4
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## PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
<b>I. FUNDAMENTALS OF PRACTICE</b>		
1. Ethics		
2. Safety (adheres)		
3. Safety (judgment)		
<b>II. BASIC TENETS OF OCCUPATIONAL THERAPY</b>		
4. OT philosophy		
5. OT/OTA roles		
6. Evidenced-based practice		
<b>III. EVALUATION/SCREENING (includes daily evaluation of interventions)</b>		
7. Gathers data		
8. Administers assessments		
9. Interprets		
10. Reports		
11. Establishes goals		
<b>IV. INTERVENTION</b>		
12. Plans intervention		
13. Selects intervention		
14. Implements intervention		
15. Activity analysis		
16. Therapeutic use of self		
17. Modifies intervention plan		
<b>V. COMMUNICATION</b>		
18. Verbal/nonverbal communication		
19. Written communication		
<b>VI. PROFESSIONAL BEHAVIORS</b>		
20. Self-responsibility		
21. Responds to feedback		
22. Work behaviors		
23. Time management		
24. Interpersonal skills		
25. Cultural competence		
<b>TOTAL SCORE</b>		

**MIDTERM:**

Satisfactory Performance . . . . . 54 and above  
 Unsatisfactory Performance . . . . . 53 and below

**FINAL:**

Pass. . . . . 70 points and above  
 No Pass. . . . . 69 points and below

## REFERENCES

1. American Occupational Therapy Association. (1998). Standards of practice for occupational therapy. *American Journal of Occupational Therapy*, 52, 866–869.
2. Accreditation Council for Occupational Therapy Education. (1999). Standards for an accredited educational program for the occupational therapy assistant. *American Journal of Occupational Therapy*, 53, 583–589.
3. National Board for Certification in Occupational Therapy. (1997). *National Study of Occupational Therapy Practice, Executive Summary*.
4. American Occupational Therapy Association. (2000). Occupational therapy code of ethics (2000). *American Journal of Occupational Therapy*, 54, 614–616.
5. American Occupational Therapy Association (2002). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639.

## GLOSSARY

**Activity Analysis:** “A way of thinking used to understand activities, the performance components to do them and the cultural meanings typically ascribed to them” (Neistadt and Crepeau, 1998, *Willard and Spackman's Occupational Therapy*, 9th ed., p. 135)

**Code of Ethics:** Refer to [www.aota.org/general/coe.asp](http://www.aota.org/general/coe.asp)

**Collaborate:** To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary)

**Competency:** Adequate skills and abilities to practice as an entry-level occupational therapist or occupational therapy assistant

**Entry-level practice:** Refer to American Occupational Therapy Association. (1993). Occupational therapy roles. *American Journal of Occupational Therapy*, 47, 1087–99.

**Evidence-based Practice:** “Conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p. 2) (*From the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”*, [www.aota.org](http://www.aota.org))

**Occupation:** Groups of activities and tasks of everyday life, named, organized, and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Occupational Performance:** The result of a dynamic, interwoven relationship between persons, environment, and occupation over a person's life span; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, ed., 1997, *Enabling Occupation: An Occupational Therapy Perspective*, p.181)

**Spiritual:** (a context) The fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 56, 606–639)<sup>5</sup>