

**PHILADELPHIA REGION FIELDWORK CONSORTIUM  
LEVEL I FIELDWORK STUDENT EVALUATION (2<sup>nd</sup> ed)**

**Student name** \_\_\_\_\_ **Supervisor name (print)** \_\_\_\_\_

**Site name:** \_\_\_\_\_ **Site ID code:** \_\_\_\_\_ **Student Age:** \_\_\_\_\_

**Course number:** \_\_\_\_\_ **Student ID code :** \_\_\_\_\_ **Student Gender:** [ M ] [ F ]

Semester: [ 1 ] Fall [ 2 ] Winter [ 3 ] Other: \_\_\_\_\_ (please specify)  
 Year: [ 6 ] 2013 [ 7 ] 2014 [ 8 ] 2015 [ 9 ] 2016 [ 10 ] 2017  
 School: Eastern Michigan University  
 Degree: [1] MOT  
 Sequence: [ 1 ] 1<sup>st</sup> [ 2 ] 2<sup>nd</sup> [ 3 ] 3<sup>rd</sup>  
 Supervisor: [ 1 ] OTR [ 2 ] COTA [ 3 ] OTS [ 4 ] NON-OT

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

- 1=Well Below Standards:** Performance is weak in most required tasks and activities. Work is frequently unacceptable.  
**2=Below Standards:** Opportunities for improvement exist however student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.  
**3=Meets Standards:** Carries out required tasks and activities. This rating represents good, solid performance and should be used more than all the others.  
**4=Exceeds Standards:** Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.  
**5=Far Exceeds Standards:** Carries out tasks and activities in consistently outstanding fashion. Performance is the best that could be expected from any student.

<b>1. Time management Skills</b> Consider ability to be prompt, arrive on time, complete assignments on time. Comments:	<b>1 2 3 4 5</b>
<b>2. Organization</b> Consider ability to set priorities, be dependable, be organized, follow through with responsibilities Comments:	<b>1 2 3 4 5</b>
<b>3. Engagement in the fieldwork experience</b> Consider student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes. Comments:	<b>1 2 3 4 5</b>
<b>4. Self-Directed Learning</b> Consider ability to take responsibility for own learning; demonstrate motivation. Comments:	<b>1 2 3 4 5</b>
<b>5. Reasoning/Problem solving</b> Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process. Comments:	<b>1 2 3 4 5</b>

<b>6. Written Communication</b> Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills. Comments:	<b>1 2 3 4 5</b>
<b>7. Initiative</b> Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed. Comments:	<b>1 2 3 4 5</b>
<b>8. Observation skills</b> Consider ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations. Comments:	<b>1 2 3 4 5</b>
<b>9. Participation in the Supervisory Process</b> Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels. Comments:	<b>1 2 3 4 5</b>
<b>10. Verbal communication and Interpersonal skills with patients/clients/ staff/caregivers</b> Consider ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority, etc; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence. Comments:	<b>1 2 3 4 5</b>
<b>11. Professional and Personal Boundaries</b> Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work w/others cooperatively, considerately, effectively; responsiveness to social cues. Comments:	<b>1 2 3 4 5</b>
<b>12. Use of professional terminology</b> Consider ability to respect confidentiality; appropriately apply professional terminology (such as the Occupational Therapy Practice Framework, acronyms, abbreviations, etc) in written and oral communication. Comments:	<b>1 2 3 4 5</b>

Final score: _____ [ <input type="checkbox"/> ] Pass [ <input type="checkbox"/> ] Fail	
Requirements for passing: <ul style="list-style-type: none"> <li>• No more than one item below a "2", <b>OR</b></li> <li>• No more than two items below a "3".</li> </ul>	Student signature _____ Supervisor signature _____