American Occupational Therapy Association

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student

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: _____ FAIL: _____

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

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The FWPE is designed to…

- Measure **entry-level competence** of the OT/ OTA student.
- Differentiate the **competent student from the incompetent student.**
- Measure the **performance** of the student on the **establish learning objectives for the placement.**

NOT designed to…

- The FWPE is ***not*** designed to differentiate levels above entry level competence.
- ***Not*** designed to measure the specific occupational therapy tasks in isolation.

Midterm Review

1. **Student completes self-evaluation** using the FWPE-midterm.
2. **Fieldwork educator completes evaluation** of the student's competencies using the FWPE-midterm.
3. **Student and fieldwork educator meet** to review scores and feedback.
4. The midterm review is **submitted online.**

Midterm Review Basics

Qualitative Feedback (Comments Box)

- The feedback/ comments are equally important to the numerical scores and should wherever possible **provide examples of performance related to established learning objectives.**

Midterm Review Basics

- The midterm review process should establish the expectations for 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.

Interpreting Midterm Review

- Interpretation of performance should consider both the qualitative (feedback) and quantitative (scores) in determining the **student's potential for achieving entry-level competence by the end of the affiliation.**

Contact the school if…

- a student exhibits **unsatisfactory behavior** (scores of 1) in a substantial number of tasks;
- a score of 1 or 2 on any of the "Fundamentals of Practice" (**safety & ethics**) items; and/or
- a student's potential for achieving **entry-level competence** by the end of the affiliation is in question.

Final Review

5. **Student completes self-evaluation** using the FWPE-final.
6. **Fieldwork educator completes evaluation** of the student's competencies using the FWPE-final.
7. **Student and fieldwork educator meet** to review scores and feedback.
8. **The final review is submitted online** with electronic signatures.

Final Review Basics

Qualitative Feedback (Comments Box)

- The feedback/ comments are equally important to the numerical scores and should wherever possible **provide examples of performance related to established learning objectives.**

Quantitative Feedback (Scoring):

- **All items must be scored** to receive for a Pass on the final FWPE
- A score of **3 or higher on the "Fundamentals of Practice"** (safety & ethics) items will all be required to receive a Pass on the FWPE
- **Scores of 1** on any of the items is not allowed to receive a **Pass on the final FWPE**
- A sum score of **91 or higher** will be required to receive a **Pass on the final FWPE for OTAS**
- A sum score of **111 or higher** will be required to receive a **Pass on the final FWPE for OTS**

Things to know…

- The final evaluation is a report of findings from the Fieldwork Educator to the academic program.
- The ultimate decision to determine the pass/ fail rests with the academic institution.

Information and Contacts

Information: https://www.aota.org/Education-Careers/Fieldwork/performance-evaluations.aspx

Contact: educate@aota.org

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Quantitative Feedback (Scoring): All items must be scored using the following scale:

4 — Exemplary performance: Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.

3 — Proficient Performance: Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.

2 — Emerging Performance: Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

1 — Unsatisfactory Performance: Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

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. **Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.**
   Examples: Medicare, Medicaid, client privacy, social media, human subject research

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

2. **Adheres to safety regulations and reports/documents incidents appropriately.**
   Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

3. **Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.**
   Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

Comments on strengths and areas of improvement:

Midterm: **Final:**

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BASIC TENETS

4. **Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.**
   Examples: families, caregivers, colleagues, service providers, administration, the public

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

5. **Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.**

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

6. **Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.**
   Examples: families, caregivers, colleagues, service providers, administration, the public

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

Comments on strengths and areas of improvement:

Midterm: **Final:**

SCREENING AND EVALUATION

7. **Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.**

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

8. **Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.**
   Examples: record or chart reviews, client, family, caregivers, service providers

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

9. **Selects relevant screening and assessment tools based on various factors.**
   Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance

   Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

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10. **Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.**

    Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs.

    Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.

    Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

11. **Evaluates and analyzes client factors and contexts that support or hinder occupational performance.**

    Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.

    Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.

    Includes the consideration of all client centered components including psychosocial factors

    Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

12. **Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.**
    Examples: follows assessment protocols, adheres to time guidelines

    Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

13. **Modifies evaluation procedures based on client factors and contexts.**
    Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions

    Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

14. **Interprets evaluation results to determine the client's occupational performance strengths and challenges.**

    Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

15. **Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.**

    Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

Comments on strengths and areas of improvement:

Midterm: **Final:**

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INTERVENTION

16. **Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

17. **Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.**
Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

18. **Uses evidence from research and relevant resources to make informed intervention decisions.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

19. **Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

20. **Implements client-centered and occupation-based intervention plans.**
Includes the consideration of all client centered components including psychosocial factors

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

21. **Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.**
Examples: prevention, restoration, maintenance, promotion

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

22. **Modifies task and/or environment to maximize the client's performance.**
Examples: upgrades/downgrades task; arranges client's workspace for optimal performance

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

23. **Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

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24. **Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

Comments on strengths and areas of improvement:

Midterm: **Final:**

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25. **Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.**
Examples: paraprofessionals, nurses' aides, volunteers

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

26. **Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.**
Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

27. **Demonstrates knowledge about the organization.**
Examples: mission and vision, accreditation status, licensing, specialty certifications

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

28. **Meets productivity standards or volume of work expected of occupational therapy assistant students.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

Comments on strengths and areas of improvement:

Midterm: **Final:**

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COMMUNICATION AND PROFESSIONAL BEHAVIORS

29. **Communicates clearly and effectively, both verbally and nonverbally.**
Examples: clients, families, caregivers, colleagues, service providers, administration, the public

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

30. **Produces clear and accurate documentation.**
Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

31. **Collaborates with fieldwork educator(s) to maximize the learning experience.**
Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

32. **Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

33. **Responds constructively to feedback in a timely manner.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

34. **Demonstrates consistent and acceptable work behaviors.**
Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

35. **Demonstrates effective time management.**
Examples: plans ahead, adheres to schedules, completes work in expected timeframe

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

36. **Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.**

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

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37. **Demonstrates respect for diversity factors of others.**
Examples: culture, socioeconomic status, beliefs, identity

Midterm: 1 ◯ 2 ◯ 3 ◯ 4 ◯ **Final:** 1 ◯ 2 ◯ 3 ◯ 4 ◯

Comments on strengths and areas of improvement:

Midterm: **Final:**

PERFORMANCE RATING SUMMARY SHEET

Performace Items	Midterm Ratings	Final Ratings
FUNDAMENTALS OF PRACTICE		
1. Adheres to the AOTA Code of Ethics	0	0
2. Adheres to safety regulations	0	0
3. Ensures the safety of self and others	0	0
BASIC TENETS		
4. Articulates the values, beliefs, and distinct perspective	0	0
5. Articulates the value of occupation	0	0
6. Articulates the role of occupational therapy practitioners	0	0
SCREENING AND EVALUATION		
7. Articulates a clear and logical rationale for the evaluation process	0	0
8. Obtains sufficient and necessary information	0	0
9. Selects relevant screening and assessment tools	0	0
10. Determines the client's occupational profile and occupational performance	0	0
11. Evaluates and analyzes client factors and contexts	0	0
12. Administers standardized and non-standardized assessments	0	0
13. Modifies evaluation procedures based on client factors and contexts	0	0
14. Interprets evaluation results	0	0
15. Synthesizes and documents the results of the evaluation process	0	0
INTERVENTION		
16. Articulates a clear and logical rationale for the intervention process	0	0
17. Establishes an accurate and appropriate client-centered plan	0	0
18. Uses evidence from research and relevant resources	0	0
19. Selects client-centered and occupation-based interventions	0	0
20. Implements client-centered and occupation-based intervention plans	0	0
21. Chooses and modifies intervention approach	0	0
22. Modifies task and/or environment	0	0

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23. Modifies the intervention plan	0	0
24. Documents the client's response to services	0	0
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES		
25. Demonstrates through practice or discussion the ability to collaborate	0	0
26. Demonstrates through practice or discussion an understanding of costs	0	0
27. Demonstrates knowledge about the organization	0	0
28. Meets productivity standards or volume of work expected	0	0
COMMUNICATION AND PROFESSIONAL BEHAVIORS		
29. Communicates clearly and effectively	0	0
30. Produces clear and accurate documentation	0	0
31. Collaborates with fieldwork educator(s)	0	0
32. Takes responsibility for attaining professional competence	0	0
33. Responds constructively to feedback in a timely manner	0	0
34. Demonstrates consistent and acceptable work behaviors	0	0
35. Demonstrates effective time management	0	0
36. Manages relationships effectively	0	0
37. Demonstrates respect for diversity factors of others	0	0
TOTAL SCORE	0	0

FINAL:

Pass. . . . . 111 points and above

No Pass. . . . . 110 points and below

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