

Fieldwork Performance Evaluation (FWPE)

PERSONAL INFORMATION

STUDENT OR FIELDWORK EDUCATOR Fieldwork Educator

STUDENT NAME ka c

Penn State University-Berks psu

STUDENT EMAIL kac6878@psu.edu

FIELDWORK EDUCATOR CREDENTIALS OTR

FIELDWORK EDUCATOR'S EMAIL kac6878@psu.edu

Additional Fieldwork Educator(s)

Midterm or Final Midterm

FIELDWORK SETTING

TODAY'S DATE Sep 01, 2023

TYPE OF FIELDWORK Level II Fieldwork

NAME OF ORGANIZATION/FACILITY ns

CITY reading

STATE pa

ORDER OF PLACEMENT 1

OUT OF 2 2

FROM Sep 01, 2023

TO Sep 06, 2023

TOTAL NUMBER OF WEEKS 1

I. FUNDAMENTALS OF PRACTICE

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) 4 (Exemplary Performance)

2. Adheres to safety regulations and reports/documents incidents appropriately. (Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures) 3 (Proficient Performance)

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) 2 (Emerging Performance)

II - BASIC TENETS OF OCCUPATIONAL THERAPY

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) 3 (Proficient Performance)

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. (Examples: families, caregivers, colleagues, service providers, administration, the public) 2 (Emerging Performance)

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) 1 (Unsatisfactory Performance)

III - SCREENING AND EVALUATION

<p>7. 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)</p>	<p>3 (Proficient Performance)</p>
<p>8. Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely. (Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments)</p>	<p>2 (Emerging Performance)</p>
<p>9. Administers delegated assessments using appropriate procedures and protocols. (Examples: standardized and non-standardized assessments, interviews, and observations)</p>	<p>1 (Unsatisfactory Performance)</p>
<p>10. Assists with interpreting information in relation to the client's needs, factors, and performance. (Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments)</p>	<p>3 (Proficient Performance)</p>
<p>11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.</p>	<p>4 (Exemplary Performance)</p>

IV - INTERVENTION

<p>12. Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations. (Examples: contexts, theories, frames of reference, practice models, and evidence)</p>	<p>3 (Proficient Performance)</p>
--	-----------------------------------

13. Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions. (Examples: textbooks, journal articles, other relevant and reliable informational resources)	2 (Emerging Performance)
14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.	1 (Unsatisfactory Performance)
15. Implements client-centered and occupation-based intervention plans.	1 (Unsatisfactory Performance)
16. Modifies the task and/or environment to maximize the client's performance. (Examples: upgrades/downgrades task; arranges client's workspace for optimal performance)	4 (Exemplary Performance)
17. Recommends modification or termination of intervention plan based on the client's status.	2 (Emerging Performance)
18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.	3 (Proficient Performance)

V - MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

19. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned. (Examples: paraprofessionals, nurses' aides, volunteers)	3 (Proficient Performance)
--	----------------------------

20. 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)

2 (Emerging Performance)

21. Demonstrates knowledge about the organization. (Examples: mission and vision, accreditation status, licensing, specialty certifications)

2 (Emerging Performance)

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

2 (Emerging Performance)

VI - COMMUNICATION AND PROFESSIONAL BEHAVIORS

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

3 (Proficient Performance)

24. Produces clear and accurate documentation. (Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements)

2 (Emerging Performance)

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

2 (Emerging Performance)

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

2 (Emerging Performance)

27. Responds constructively to feedback in a timely manner.

3 (Proficient Performance)

28. Demonstrates consistent and acceptable work behaviors. (Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance) 2 (Emerging Performance)

29. Demonstrates effective time management. (Examples: plans ahead, adheres to schedules, completes work in expected timeframe) 3 (Proficient Performance)

30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others. 3 (Proficient Performance)

31. Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity 3 (Proficient Performance)

PERFORMANCE RATING SUMMARY SHEET (MID-TERM)

TOTAL 76

1. AOTA Code of Ethics 4

2. Safety Regulations 3

3. Safety of Self/Other 2

4. Articulates Values.... 3

5. Value Articulation 2

6. Role Articulation 1

7. Obtains sufficient.... 3

8. Establishes service.... 2

9. Delegation 1

10. Inform. Interpretation 3

11. Result reporting 4

12. Clear and Rational 3

13. Profess. Literature 2

14. Client-centered 1

15. Intervention Plans 1

16. Task modification	4
17. Modification Rec.	2
18. Client Response	3
19. Therapy Aide Collab.	3
20. Understands Costs	2
21. Organizational Knowledge	2
22. Productivity Standards	2
23. Communicates Clearly	3
24. Accurate Documentation	2
25. Field. Educator	2
26. Professional Comp.	2
27. Feedback Accep.	3
28. Consistent behavior	2
29. Time Management	3
30. Relat. Management	3
31. Respect for Diversity	3

Student was informed of this review

Student was informed of this review

Fieldwork Educator Signature (You complete this evaluation as a FIELDWORK EDUCATOR)


