

## Fieldwork Performance Evaluation (FWPE)

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### PERSONAL INFORMATION

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**STUDENT OR FIELDWORK EDUCATOR** Fieldwork Educator

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**STUDENT NAME** Nittany Lion

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**STUDENT EMAIL** nlion@psu.edu

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**FIELDWORK EDUCATOR NAME** Oliva Hammond

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**FIELDWORK EDUCATOR CREDENTIALS** OTD, OTR/L, MBA, CHT

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**FIELDWORK EDUCATOR'S EMAIL** owh101@psu.edu

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**COLLEGE OR UNIVERSITY** PSU Mont Alto

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### FIELDWORK SETTING

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**TODAY'S DATE** Oct 31, 2023

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**TYPE OF FIELDWORK** Level II Fieldwork

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**NAME OF ORGANIZATION/FACILITY** Health and Wellness Facility

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**CITY** waynesboro

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**STATE** PA

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**ORDER OF PLACEMENT** 2

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**OUT OF** 2

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**FROM** Oct 16, 2023

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**TO** Dec 08, 2023

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**TOTAL NUMBER OF WEEKS** 8

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### I. FUNDAMENTALS OF PRACTICE

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**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)

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**2. Adheres to safety regulations and reports/documents incidents appropriately. (Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures)** 4 (Exemplary Performance)

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**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)** 4 (Exemplary Performance)

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## **II - BASIC TENETS OF OCCUPATIONAL THERAPY**

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**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)

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**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)** 3 (Proficient Performance)

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**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)** 4 (Exemplary Performance)

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## **III - SCREENING AND EVALUATION**

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**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 )** 4 (Exemplary Performance)

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**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)** 4 (Exemplary Performance)

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**9. Administers delegated assessments using appropriate procedures and protocols. (Examples: standardized and non-standardized assessments, interviews, and observations)** 4 (Exemplary Performance)

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**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)** 3 (Proficient Performance)

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**11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.** 3 (Proficient Performance)

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## **IV - INTERVENTION**

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**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)** 4 (Exemplary Performance)

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**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)**

3 (Proficient Performance)

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**14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.**

4 (Exemplary Performance)

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**15. Implements client-centered and occupation-based intervention plans.**

4 (Exemplary Performance)

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**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)

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**17. Recommends modification or termination of intervention plan based on the client's status.**

4 (Exemplary Performance)

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

4 (Exemplary Performance)

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## **V - MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES**

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**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)**

4 (Exemplary Performance)

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**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)** 3 (Proficient Performance)

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**21. Demonstrates knowledge about the organization. (Examples: mission and vision, accreditation status, licensing, specialty certifications)** 4 (Exemplary Performance)

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**22. Meets productivity standards or volume of work expected of occupational therapy assistant students.** 4 (Exemplary Performance)

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## **VI - COMMUNICATION AND PROFESSIONAL BEHAVIORS**

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**23. Communicates clearly and effectively, both verbally and nonverbally. (Examples: clients, families, caregivers, colleagues, service providers, administration, the public)** 4 (Exemplary Performance)

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**24. Produces clear and accurate documentation. (Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements)** 4 (Exemplary Performance)

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**25. Collaborates with fieldwork educator(s) to maximize the learning experience. (Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges)** 4 (Exemplary Performance)

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**26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.** 3 (Proficient Performance)

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**27. Responds constructively to feedback in a timely manner.** 4 (Exemplary Performance)

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**28. Demonstrates consistent and acceptable work behaviors. (Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance)** 4 (Exemplary Performance)

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**29. Demonstrates effective time management. (Examples: plans ahead, adheres to schedules, completes work in expected timeframe)** 4 (Exemplary Performance)

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**30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.** 4 (Exemplary Performance)

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**31. Demonstrates respect for diversity factors of others. Examples: culture, socioeconomic status, beliefs, identity** 4 (Exemplary Performance)

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## **PERFORMANCE RATING SUMMARY SHEET (MID-TERM)**

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**TOTAL** 117

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**1. AOTA Code of Ethics** 4

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**2. Safety Regulations** 4

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**3. Safety of Self/Other** 4

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**4. Articulates Values....** 3

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**5. Value Articulation** 3

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**6. Role Articulation** 4

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**7. Obtains sufficient....** 4

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**8. Establishes service....** 4

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**9. Delegation** 4

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**10. Inform. Interpretation** 3

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**11. Result reporting** 3

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**12. Clear and Rational** 4

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**13. Profess. Literature** 3

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**14. Client-centered** 4

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**15. Intervention Plans** 4

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

Student was informed of this review      Student was informed of this review

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

