**Grand Valley State University**

**Department of Occupational Therapy**

**Level I Fieldwork Student Performance Evaluation**

**Student Name Supervisor Name**

**Site Name**

Year:

Semester: [ ] Winter [ ] Spring/Summer [ ] Fall

Supervisor: [ ] OTR [ ] COTA [ ] 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.

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

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| --- | --- |
| 1. **Written Communication**   Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills.  Comments: | **1 2 3 4 5** |
| 1. **Initiative**   Consider initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.  Comments: | **1 2 3 4 5** |
| 1. **Observation Skills**   Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations.  Comments: | **1 2 3 4 5** |
| 1. **Participation in the Supervisory Process**   Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels.  Comments: | **1 2 3 4 5** |
| 1. **Verbal Communication and Interpersonal Skills with Patients/Clients/**   **Staff/Caregivers**  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: | **1 2 3 4 5** |
| 1. **Professional and Personal Boundaries**   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: | **1 2 3 4 5** |
| 1. **Use of Professional Terminology**   Consider ability to respect confidentiality; appropriately apply professional terminology (such as uniform terminology, acronyms, abbreviations, etc) in written and oral communication.  Comments: | **1 2 3 4 5** |

Final score: [ ] Pass [ ] Fail Date

Requirements for passing: Student signature

No more than one item below a "2", **OR**

No more than two items below a "3". Fieldwork Educator signature

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