Fieldwork Performance Evaluation for the Occupational Therapy Student			
I. FUNDAMENTALS OF PRACTICE	**Site-Specific Objectives**	**Learning Activities**	**Completion**
1. **Adheres to ethics:** Adheres consistently to American Occupational Therapy Association Code of Ethics and site's policies and procedures including, when relevant, those related to human subject research.	Adheres to the AOTA Code of Ethics. Adheres to state licensure requirements. Follows organizational policies and procedures of the facility. Follows procedural safeguards in regards to confidentiality.		
2. **Adheres to safety regulations**: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.	Follows universal precautions for infection control. Follows district procedures regarding student, faculty, and building safety. Follows district procedures for reporting injuries. Reports potential safety hazards and unusual occurrences to supervisor. Assists with the maintenance of equipment in working order. Contributes to cleanliness of work area and maintains a safe environment. Explains fire extinguisher use and fire procedures within the building.		
3. **Uses judgment in safety:** Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.	Removes possible harmful objects from working environment. Observes proper precautions for each student. Follows procedures of safe transfers. Never leaves a child unattended. Identifies changes in client status and the environment which may impact client or staff safety. Seeks assistance when activity or student's behavior is beyond the level of own experience, knowledge, or student role.		

II. BASIC TENETS	Site-Specific Objectives	Learning Activities	Completion
4. Clearly and confidently **articulates the values and beliefs** of the occupational therapy profession to students, families, significant others, colleagues, service providers, and the public.	Articulates the values and beliefs of the occupational therapy profession, as it relates to school-based practice, students, families, etc.		
5. Clearly, confidently, and accurately **articulates the value of occupation** as a method and desired outcome of occupational therapy to students, families, significant others, colleagues, service providers, and the public.	Articulates the value of occupational performance as it applies in the student's school environment and the student's educational plan. Articulates best OT practice in the school environment.		
6. Clearly, confidently, and accurately **communicates the roles of the occupational therapist and occupational therapy assistant** to clients, families, significant others, colleagues, service providers, and the public.	Articulates the role of the OT and OTA in the school environment to supervisor, students, families, etc.		
7. **Collaborates with** client, family, and significant others throughout the occupational therapy process.	Recommends OT assessments contributing overall to the team's evaluation process. Contributes to the development and updates of the educational plan and goals with student, family, teachers, etc. Teams with other professionals to discuss needs, progress and program of the student. Consults with classroom teacher following sessions to discuss student progress and makes recommendations as needed. Incorporates teacher's requests related to student performance in the classroom. Informs team if needs of the students are beyond the scope of OT practice in the school environment.		

III. EVALUATION AND SCREENING	Site-Specific Objectives	Learning Activities	Completion
8. **Articulates a clear and logical rationale** for the evaluation process.	Explains the evaluation process within the school district's program. Explains the focus and purpose of evaluation process. Articulates relevance of evaluation information within the context of the student's educational program and school environment.		
9. **Selects relevant screening and assessment methods** while considering such factors as student's priorities, context(s), theories, and evidence-based practice.	Demonstrates knowledge of the various assessments available for use. Determines which assessments are appropriate for a specific student or program. Demonstrates an understanding of the differences among screening, consult, and evaluation. Discusses rationale for evaluation selection with supervisor.		
10. **Determines client's occupational profile** and performance through appropriate assessment methods.	Identifies areas of concern related to the student's occupational history, patterns of daily living, interests, values, and needs in the school environment. Describes the expectations of the student in the school environment.		
11. **Assesses client factors and context(s)** that support or hinder occupational performance.	Identifies student strengths and concerns and the impact on academic performance.		
12. **Obtains sufficient and necessary information** from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.	Observes the student in the school environment. Gathers pertinent information from the student's folder, parents, other staff, and community resources, including previous service received. Obtains relevant information from various team members. Identifies contraindications and precautions. Obtains information on student's diagnosis or medical condition.		

(12. continued)	Explains the importance or relevance of the information gathered. Identifies the need for additional or supplementary information.		
13. **Administers assessments** in a uniform manner so as to ensure findings are valid and reliable.	Follows the procedures for administering the evaluation accurately. Gathers and prepares materials and equipment required by the assessment. Makes accurate, objective observations during the evaluation process. Accurately records evaluation information.		
14. **Adjusts or modifies the assessment procedures** based on client's needs, behaviors, and culture.	Changes approach and method of data-gathering according to student's needs. Modifies approach in response to student's behavior, fatigue, and emotional factors. Modifies the environment to obtain best response from the student as needed. Adjusts student's positioning or seating as necessary. Distinguishes between actual fatigue, uncooperative behavior, and or manipulation and modifies approach as indicated.		
15. **Interprets evaluation results** to determine client's occupational performance strengths and challenges.	Convert raw scores into meaningful information, according to assessment guidelines. Relates assessment findings to functional performance. Identifies present level of performance and challenges based on evaluation data.		

16. **Establishes an accurate and appropriate plan** based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.	Based on evaluation results, identifies measurable outcomes and short-term objectives to facilitate participation and learning. Discusses with supervisor evaluation results and recommended goals. Collaborates with classroom teacher, incorporating objectives into student's IEP. Identifies ways to incorporate IEP goals into the classroom schedule/routines.		
17. **Documents the results of the evaluation** process that demonstrates objective measurement of client's occupational performance.	Accurately summarizes evaluation data into a formal document according to facility's program making note of any modification to evaluation procedure. Identifies specific problem areas. Documents time, frequency, duration, and location of OT services in recommendations. Documents evaluation results using terminology appropriate to the recipient.		

IV. INTERVENTION	Site-Specific Objectives	Learning Activities	Completion
18. **Articulates a clear and logical rationale** for the intervention process	Discusses basis for intervention decisions with supervisor. Identifies correlation between problem areas and activity selected for intervention. Articulates how activities selected relate to the occupational performance of the student in the context of the school environment. Recognizes which treatment activities may facilitate or enhance the student's program and goals.		
19. **Utilizes evidence** from published research and relevant resources to make informed intervention decisions.	Researches evidence-based interventions that could be used in the school environment. Articulates how to apply evidence from published research and therapist's expertise to specific students receiving OT services.		
20. **Chooses occupations** that motivate and challenge clients.	Considers student's preferences that will motivate and challenge him or her. Considers a variety of activities and goals identified by other team members to reinforce and incorporate during intervention. Considers home environment and family responsibilities or routines when developing home programs. Considers classroom or school routines when developing intervention programs. Identifies a variety of treatment activities to accomplish a goal.		
21. **Selects relevant occupations** to facilitate clients meeting established goals.	Identifies activities to help the student accomplish goals. Identifies and uses activities designed to improve student's performance in the educational setting. Verbalizes how the activity selected will facilitate the student's ability to benefit from education.		

22. **Implements intervention plans that are client-centered**.	Uses appropriate frame of reference in the development of treatment plan and in discussions with supervisor. Demonstrates a sequential and timely plan of treatment activities, taking into consideration the functional and emotional needs of the student. Prepares several alternative activities in case the student rejects the planned activity. Demonstrates flexibility to change from one activity to another when the student's environment, behavior, or emotional response changes. Adapts the activities to meet the student's physical, cognitive, or behavioral limitations.		
23. **Implements intervention plans that are occupation-based**.	Implements a plan of treatment that facilitates participation and learning within school environment. Provides services within the student's natural environment, such as the classroom, bathroom, cafeteria, playground, etc. Utilizes materials available in the natural school environment, so that activities can be incorporated into the student's daily routines.		
24. **Modifies task approach, occupations, and the environment** to maximize client performance.	Makes recommendations to supervisor regarding treatment approach in response to changes in student's condition. Changes treatment approach based on improvement or regression in student's condition. Changes treatment approach considering the environment and goal being addressed. Effectively intervenes with student's inappropriate behavior. Praises student for appropriate behavior, thus optimizing student's performance.		

25. **Updates, modifies or terminates the intervention plan** based upon careful monitoring of the client's status.	Updates plan at required intervals. Gathers data in preparation for staff and annual meetings. Consults with the team members regarding student's progress, concerns, and potential for change in services. Recommends changes in goals to supervisor based on improvement or regression in student's condition/behavior. Recognizes a plateau in therapy and suggests changes in the student's intervention plan. Prepares student and team members regarding discontinuation of therapy.		
26. **Documents client's response** to services in a manner that demonstrates the efficacy of interventions.	Completes therapy notes on student following each treatment session. Reports student's progress to supervisor on an ongoing basis.		

V. MANAGEMENT of OT SERVICES	Site-Specific Objectives	Learning Activities	Completion
27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.	Discusses with supervisor and articulates the role of the occupational therapy assistance in the area of school-based practice.		
28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.	Teams with the occupational therapy assistants for treatment, special projects, or adaptive equipment. Discusses with supervisor various situations that might occur in school-based practice appropriate for occupational therapy assistant's services.		
29. **Demonstrates understanding of the costs and funding** related to occupational therapy services at this site.	Understands the funding for occupational therapy services in school-based setting (i.e., Medicaid, federal, state, or local allotments). Completes accurate documentation for payment of services. Plans an equipment budget with justification as it relates to the student's goals.		
30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.	Demonstrates appropriate priorities of the practice area, accommodating for varying caseloads and changes in schedules Follows district priorities.		
31. **Produces the volume of work** required in the expected time frame.	Delivers services expected by the program at a level commensurate to an entry-level therapist.		

VI. COMMUNICATION	Site-Specific Objectives	Learning Activities	Completion
32. **Clearly and effectively communicates verbally and nonverbally** with clients, families, significant others, colleagues, service providers, and the public.	Communicates with other disciplines regarding goals and methods of treatment to be reinforced. Demonstrates active listening skills during interactions. Refers questions beyond the scope of OT to the appropriate source. Communicates with other team members frequently regarding the student's progress. Communicates effectively with students, parents, or caregivers. Communicates effectively with school personnel. Communicates on a technical level with other OTs and medical professionals.		
33. **Produces clear and accurate documentation** according to site requirements.	Completes accurate documentation for student attendance. Completes progress note for each session. Completes evaluation reports according to district's guidelines. Produces measurable IEP goals according to district guidelines. Completes accurate documentation for district reimbursement.		
34. **All written communication is legible**, using proper spelling, punctuation, and grammar.	Produces legible handwritten and computer-generated documents using proper spelling, punctuation, and grammar.		

35. **Uses language appropriate to the recipient** of the information including, but not limited to, funding agencies and regulatory agencies.	Uses language appropriate to the student. Uses language appropriate to the parent or caregiver. Uses language appropriate to school personnel. Uses language appropriate to other occupational therapists. Uses language appropriate to medical personnel. Uses language appropriate to outside agencies and community programs.		

VII. PROFESSIONAL BEHAVIORS	Site-Specific Objectives	Learning Activities	Completion
36. **Collaborates with supervisor(s)** to maximize the learning experience.	Informs supervisor of any changes or concerns in student performance. Informs supervisor of any changes in schedule. Volunteers to assist other school personnel when time permits or help is requested. Provides a journal of OT services to enhance learning opportunities in fieldwork, which may include caseload, accomplishments, and areas of personal growth. Collaborates with supervisor when ready to assume more responsibility, requiring less supervision. Comes prepared and participates in supervisory meetings.		
37. **Takes responsibility for attaining professional competence** by seeking out learning opportunities and interactions with supervisor(s) and others.	Utilizes free time to read current journals, review videotapes, etc. Request information on areas other than those scheduled to gain overall knowledge of the program. Takes initiative to independently arrange or seek out field trips and peer consultations. Seeks out answers to questions and takes initiative in acquiring knowledge. Seeks supervisor feedback on performance.		
38. **Responds constructively to feedback.**	Incorporates suggested changes in treatment or approach immediately, as directed by supervisor. Generalizes supervisor's suggestions to other situations. Responds to constructive feedback with openness and willingness to hear feedback.		
39. **Demonstrates consistent work behaviors** including initiative, preparedness, dependability, and work site maintenance.	Is prepared for student sessions. Completes work as assigned.		

39. (Continued)	Follows regular schedule, maintaining punctuality. Meets commitments in a timely manner. Maintains work environment and returns items to storage areas.		
40. **Demonstrates effective time management.**	Completes written documentation within timelines specified by the supervisor (i.e., progress notes, attendance, updates, evaluation completion, annual meeting preparation, etc.) Develops and efficient schedule for assigned workload. Uses free time constructively. Establishes priorities in workload. Requests additional responsibilities as free time becomes available. Arrives on time for meetings, treatment sessions, etc.		
41. **Demonstrates positive interpersonal skills** including, but not limited, to cooperation, flexibility, tact, and empathy.	Demonstrates positive interaction with all school personnel by giving genuine praise. Demonstrates respect for teachers while in their classroom by following classroom rules and schedules. Demonstrates flexibility with interactions and situations without compromising the student program. Establishes rapport and maintains an atmosphere conducive to positive interactions. Demonstrates positive working relationships with all students.		

42. **Demonstrates respect for diversity** factors of others including, but not limited to, sociocultural, socioeconomic, spiritual, and lifestyle choices.	Demonstrates respect for students and families without prejudging or making assumptions about the family environment, culture, religion, etc. Demonstrates respect for school personnel without prejudging or making assumptions.		