

# STUDENT EVALUATION OF FIELDWORK EXPERIENCE

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.

### Instructions to the Student:

Complete this STUDENT EVALUATION OF FIELDWORK EXPERIENCE (SEFWE) form prior to the final meeting with your fieldwork supervisor(s). Please answer the items honestly and constructively. Review this form with your supervisor and ensure that both you and your supervisor sign on page 1. A copy of this form remains at the site and you should retain one as well. The original should be forwarded to the Fieldwork Coordinator at SAU.

Fieldwork Site \_\_\_\_\_

Address \_\_\_\_\_

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement:  First  Second  Third  Fourth

Please circle the settings you observed in:

<b>1. Hospital-based settings</b> 1.1 In-Patient Acute 1.2 In-Patient Rehab 1.3 SNF/ Sub-Acute/ Acute Long-Term Care 1.4 General Rehab Outpatient 1.5 Outpatient Hands 1.6 Pediatric Hospital/Unit 1.7 Pediatric Hospital Outpatient 1.8 In-Patient Psych	<b>2. Community-based settings</b> 2.1 Pediatric Community 2.2 Behavioral Health Community 2.3 Older Adult Community Living 2.4 Older Adult Day Program 2.5 Outpatient/hand private practice 2.6 Adult Day Program for DD 2.7 Home Health 2.8 Pediatric Outpatient Clinic	<b>3. School-based settings</b> 3.1 Early Intervention 3.2 School  <b>4. Other</b>
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Living Accommodations: *(include type, cost, location, condition)*

Public transportation in the area:

Please write your e-mail address if you don't mind future students contacting you to ask you about your experience at this site: \_\_\_\_\_

**We have reviewed this document and understand that this SEFWE may be reviewed by future students.**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
FW Educator's Signature

\_\_\_\_\_  
Student's Name *(Please Print)*

\_\_\_\_\_  
FW Educator's Name and Credentials *(Please Print)*

FW Educator's years of experience

## ORIENTATION

Indicate your view of the orientation by checking "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
a. Site-specific fieldwork objectives							
b. Student supervision process							
c. Requirements/assignments for students							
d. Student schedule (daily/weekly/monthly)							
e. Staff introductions							
f. Overview of physical facilities							
g. Agency/Department mission							
h. Overview of organizational structure							
i. Services provided by the agency							
j. Agency/Department policies and procedures							
k. Role of other team members							
l. Documentation procedures							
m. Safety and emergency procedures							
n. Confidentiality/HIPAA							
o. OSHA/Universal precautions							
p. Community resources for service recipients							
q. Department model of practice							
r. Role of Occupational Therapy services							
s. Methods for evaluating OT services							
t. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

## CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0-3 years old	
3-5 years old	
6-12 years old	
13-21 years old	
22-65 years old	
>65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload.

Condition/Problem	Number

## OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by circling the appropriate number with #1 being least valuable and #5 the most valuable.

	REQUIRED		HOW MANY	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
a. Client/patient screening				1	2	3	4	5
b. Client/patient evaluations (Use specific names of evaluations)								
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
c. Conducted occupational profile assuring psychosocial factors were addressed				1	2	3	4	5
d. Written treatment/care plans				1	2	3	4	5
e. Discharge summary				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, co-treatment, or consultation. List other professionals involved.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
<u>Occupation-Based Activity</u> (i.e. play, shopping, ADL, IADL, work, school activities, etc.) within client's own context with their goals				
1.				
2.				
3.				
4.				
<u>Purposeful Activity</u> –therapeutic context leading to occupation				
1.				
2.				
3.				
4.				

Preparatory Methods (i.e. sensory, PAM's, splinting, exercise, etc.)—preparation for occupation-based activity				
1.				
2.				
3.				
4.				

## THEORY – FRAMES OF REFERENCE –MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used.

	Never	Rarely	Occasionally	Frequently
Model of Human Occupational				
Occupational Adaptation				
Ecology of Human Performance				
Person-Environment-Occupation Model				
Biomechanical Frame of Reference				
Rehabilitation Frame of Reference				
Neurodevelopmental Frame of Reference				
Sensory Integration				
Behaviorism				
Cognitive Theory				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (list)				

## FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement and indicate their educational value (1=least valuable, 5=most valuable)

	1	2	3	4	5
Case Study					
Evidence-Based Practice Presentation Topic:					
In-service/Presentation Topic:					
Research Topic:					
Program Development					
SAU-Specific Assignment Topic:					
Other ( <i>specify</i> ):					

## ASPECTS OF THE ENVIRONMENT

1 = Strongly Disagree  
 2 = Disagree  
 3 = No opinion  
 4 = Agree  
 5 = Strongly agree

	1	2	3	4	5
Staff and administration demonstrated cultural sensitivity					
The Practice Framework was integrated into practice					
Student work area/supplies/equipment were adequate					
Opportunities for OT/OTA collaboration					
Opportunities to network with other professionals					
Opportunities to interact with other OT students					
Opportunities to interact with students from other disciplines					
Staff used a team approach to care					
Opportunities to observe role modeling of therapeutic relationships					
Opportunities to expand knowledge of community resources					
Opportunities to participate in research					
Additional education opportunities ( <i>specify</i> ):					

How would you describe the pace of this setting (circle one)?      Slow    Medium    Fast

Comments:

Types of documentation used in this setting:

Ending student caseload expectation: \_\_\_\_\_ # of clients per week or day

Ending student productivity expectation: \_\_\_\_\_ & per day (direct care)

### **SUPERVISION**

What was the primary model of supervision used? (Check one)

- one supervisor: one student
- one supervisor: two students
- one supervisor: group of students
- two supervisors: one student
- distant supervision (primarily off-site)
- three or more supervisors: one student

(Count person as supervisor if supervision occurs at least weekly.)

List fieldwork educators who participated in your learning experience.

Name	Title	Frequency	Individual	Group
1.				
2.				
3.				
4.				

Indicate the number which seems descriptive of each fieldwork educator. Please make a copy of this page for each individual (if supervised student at least weekly).

FIELDWORK EDUCATOR NAME:

1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly agree				
1	2	3	4	5

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Provided a positive role model of professional behavior in practice					
Taught knowledge and skills to facilitate learning process					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Facilitated student's clinical reasoning					
Identified resources to promote students development					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Elicited and responded to student feedback and concerns					
Modeled and encouraged occupation-centered practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					

Frequency of meetings/types of meetings with supervisor: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

General comments on supervision: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ACADEMIC PREPARATION

Rate the relevance and adequacy of your academic coursework relative to the needs of **THIS** fieldwork placement, circling the appropriate number. (1=Least Relevant, 5=Most Relevant)

	Adequacy for Placement					Relevance for Placement				
	1	2	3	4	5	1	2	3	4	5
Evaluation										
Intervention Planning										
Interventions (ind., group, activities, methods)										
Theory										
Documentation skills										
Leadership										
Professional behavior and communication										
Therapeutic use of self										
Research skills										
Level I Fieldwork										
Use of occupation										

What are the strongest aspects of your academic program relative to the needs of **THIS** Level II Fieldwork Experience? Be specific and include course references as appropriate.

What changes would you recommend in your academic program relative to the needs of **THIS** Level II Fieldwork Experience?

Describe how this experience is consistent with SAU's curricular themes of Occupational Engagement, Professionalism, and Evidence-based reasoning, which are rooted in the philosophy of Occupational Justice.

## SUMMARY

	1 = Rarely 2 = Occasionally 3 = Frequently 4 = Consistently			
	1	2	3	4
Expectations of fieldwork experience were clearly defined				
Expectations were challenging but not overwhelming				
Experiences supported student's professional development				
Experiences matched student's expectations				

What particular qualities or personal performance skills do you feel a student should have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Review the following in advance:

Overall, what changes would you recommend for this Level II Fieldwork Experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

(Adapted 2017 by SAU based on AOTA Conference, 2006)

AOTA Commission on Education, Fieldwork Issues Committee  
Amended and Approved by FWIC 11/99 and COE 3/00  
Amended 4/00  
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