



Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student

In order for the scores to be calculated automatically, you must download the form to your computer and open in **Adobe Acrobat** to complete it.



American
Occupational Therapy
Association

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student

SIGNATURES:

I HAVE READ THIS REPORT.

STUDENT NAME: LAST FIRST MIDDLE

COLLEGE OR UNIVERSITY

SIGNATURE OF STUDENT

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS: (STREET OR PO BOX)

CITY STATE ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF: 1 2 3 4

FROM: TO:

DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: FAIL:

SUMMARY COMMENTS:

(ADDRESSES STUDENT'S CLINICAL COMPETENCE)

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

PREFERRED EMAIL ADDRESS OF RATER #1

NUMBER OF WEEKS/DATES OF SUPERVISION FOR RATER #1

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

PREFERRED EMAIL ADDRESS OF RATER #2

NUMBER OF WEEKS/DATES OF SUPERVISION FOR RATER #2

The FWPE is designed to...

- Measure **entry-level competence** of the OT/ OTA student.
- Differentiate the **competent student from the incompetent student**.
- Measure the **performance** of the student on the **establish learning objectives for the placement**.

NOT designed to...

- The FWPE is **not** designed to differentiate levels above entry level competence.
- **Not** designed to measure the specific occupational therapy tasks in isolation.

Midterm Review

1. **Student completes self-evaluation** using the FWPE-midterm.
2. **Fieldwork educator completes evaluation** of the student's competencies using the FWPE-midterm.
3. **Student and fieldwork educator meet** to review scores and feedback.
4. The midterm review is **submitted online**.

Midterm Review Basics

Qualitative Feedback (Comments Box)

- The feedback/ comments are equally important to the numerical scores and should wherever possible **provide examples of performance related to established learning objectives**.

Midterm Review Basics

- The midterm review process should establish the expectations for a plan, which would **enable the student to achieve entry-level competence** by the end of the fieldwork experience.
- This **plan should include specific objectives** and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

Interpreting Midterm Review

- Interpretation of performance should consider both the qualitative (feedback) and quantitative (scores) in determining the **student's potential for achieving entry-level competence by the end of the affiliation**.

Contact the school if...

- a student exhibits **unsatisfactory behavior** (scores of 1) in a substantial number of tasks;
- a score of 1 or 2 on any of the "Fundamentals of Practice" (**safety & ethics**) items; and/or
- a student's potential for achieving **entry-level competence** by the end of the affiliation is in question.

Final Review

5. **Student completes self-evaluation** using the FWPE-final.
6. **Fieldwork educator completes evaluation** of the student's competencies using the FWPE-final.
7. **Student and fieldwork educator meet** to review scores and feedback.
8. **The final review is submitted online** with electronic signatures.

Final Review Basics

Qualitative Feedback (Comments Box)

- The feedback/ comments are equally important to the numerical scores and should wherever possible **provide examples of performance related to established learning objectives**.

Quantitative Feedback (Scoring):

- **All items must be scored** to receive for a Pass on the final FWPE
- A score of **3 or higher** on the "**Fundamentals of Practice**" (safety & ethics) items will all be required to receive a Pass on the FWPE
- **Scores of 1** on any of the items is not allowed to receive a **Pass on the final FWPE**
- A sum score of **91 or higher** will be required to receive a **Pass on the final FWPE for OTAS**
- A sum score of **111 or higher** will be required to receive a **Pass on the final FWPE for OTS**

Things to know...

- The final evaluation is a report of findings from the Fieldwork Educator to the academic program.
- The ultimate decision to determine the pass/ fail rests with the academic institution.

Information and Contacts

Information: <https://www.aota.org/Education-Careers/Fieldwork/performance-evaluations.aspx>

Contact: educate@aota.org

Quantitative Feedback (Scoring): All items must be scored using the following scale:

- 4 – Exemplary performance:** Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
- 3 – Proficient Performance:** Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
- 2 – Emerging Performance:** Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
- 1 – Unsatisfactory Performance:** Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

FUNDAMENTALS OF PRACTICE

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

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

Midterm: 1 2 3 4 **Final:** 1 2 3 4

- 2. Adheres to safety regulations and reports/documents incidents appropriately.**

Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures

Midterm: 1 2 3 4 **Final:** 1 2 3 4

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

Midterm: 1 2 3 4 Final: 1 2 3 4

Comments on strengths and areas of improvement:

Midterm:

Final:

■ BASIC TENETS

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

Midterm: 1 2 3 4 Final: 1 2 3 4

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.

Midterm: 1 2 3 4 Final: 1 2 3 4

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

Midterm: 1 2 3 4 Final: 1 2 3 4

Comments on strengths and areas of improvement:

Midterm:

Final:

■ SCREENING AND EVALUATION

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

Midterm: 1 2 3 4 Final: 1 2 3 4

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

Midterm: 1 2 3 4 Final: 1 2 3 4

9. Administers delegated assessments using appropriate procedures and protocols.

Examples: standardized and non-standardized assessments, interviews, and observations

Midterm: 1 2 3 4 Final: 1 2 3 4

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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
- Client factors:** Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures).
- Includes the consideration of psychosocial factors

Midterm:	1	2	3	4	Final:	1	2	3	4
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- 11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.**

Midterm:	1	2	3	4	Final:	1	2	3	4
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Comments on strengths and areas of improvement:

Midterm:

Final:

■ 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

Midterm:	1	2	3	4	Final:	1	2	3	4
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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

Midterm:	1	2	3	4	Final:	1	2	3	4
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- 14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.**
Includes the consideration of all client centered components including psychosocial factors

Midterm:	1	2	3	4	Final:	1	2	3	4
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- 15. Implements client-centered and occupation-based intervention plans.**
Includes the consideration of all client centered components including psychosocial factors

Midterm:	1	2	3	4	Final:	1	2	3	4
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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

Midterm:	1	2	3	4	Final:	1	2	3	4
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17. Recommends modification or termination of intervention plan based on the client's status.

Midterm:	1	2	3	4	Final:	1	2	3	4
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18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

Midterm:	1	2	3	4	Final:	1	2	3	4
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Comments on strengths and areas of improvement:

Midterm:

Final:

■ 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

Midterm:	1	2	3	4	Final:	1	2	3	4
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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

Midterm:	1	2	3	4	Final:	1	2	3	4
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21. Demonstrates knowledge about the organization.

Examples: mission and vision, accreditation status, licensing, specialty certifications

Midterm:	1	2	3	4	Final:	1	2	3	4
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22. Meets productivity standards or volume of work expected of occupational therapy assistant students.

Midterm: 1 2 3 4 Final: 1 2 3 4

Comments on strengths and areas of improvement:

Midterm:

Final:

■ COMMUNICATION AND PROFESSIONAL BEHAVIORS

23. Communicates clearly and effectively, both verbally and nonverbally.

Examples: clients, families, caregivers, colleagues, service providers, administration, the public

Midterm: 1 2 3 4 Final: 1 2 3 4

24. Produces clear and accurate documentation.

Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements

Midterm: 1 2 3 4 Final: 1 2 3 4

25. Collaborates with fieldwork educator(s) to maximize the learning experience.

Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges

Midterm: 1 2 3 4 Final: 1 2 3 4

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

Midterm: 1 2 3 4 Final: 1 2 3 4

27. Responds constructively to feedback in a timely manner.

Midterm: 1 2 3 4 Final: 1 2 3 4

28. Demonstrates consistent and acceptable work behaviors.

Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance

Midterm:	1	2	3	4	Final:	1	2	3	4
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29. Demonstrates effective time management.

Examples: plans ahead, adheres to schedules, completes work in expected timeframe

Midterm:	1	2	3	4	Final:	1	2	3	4
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30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

Midterm:	1	2	3	4	Final:	1	2	3	4
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31. Demonstrates respect for diversity factors of others.

Examples: culture, socioeconomic status, beliefs, identity

Midterm:	1	2	3	4	Final:	1	2	3	4
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Comments on strengths and areas of improvement:

Midterm:

Final:

PERFORMANCE RATING SUMMARY SHEET

Performance Items	Midterm Ratings	Final Ratings
FUNDAMENTALS OF PRACTICE		
1. Adheres to the AOTA Code of Ethics		
2. Adheres to safety regulations		
3. Ensures the safety of self and others		
BASIC TENETS		
4. Articulates the values, beliefs, and distinct perspective		
5. Articulates the value of occupation		
6. Articulates the role of occupational therapy practitioners		
SCREENING AND EVALUATION		
7. Obtains sufficient and necessary information		
8. Establishes service competency in assessment methods		
9. Administers delegated assessments		
10. Assists with interpreting information		
11. Reports results clearly, accurately, and concisely		
INTERVENTION		
12. Articulates a clear and logical rationale		
13. Uses professional literature to make informed intervention decisions		
14. Selects client-centered and occupation-based interventions		
15. Implements client-centered and occupation-based intervention plans		
16. Modifies the task and/or environment		
17. Recommends modification or termination of intervention plan		
18. Documents the client's response to services		
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES		
19. Demonstrates through practice or discussion the ability to collaborate		
20. Demonstrates through practice or discussion an understanding of costs		
21. Demonstrates knowledge about the organization		
22. Meets productivity standards or volume of work		
COMMUNICATION AND PROFESSIONAL BEHAVIORS		
23. Communicates clearly and effectively		
24. Produces clear and accurate documentation		
25. Collaborates with fieldwork educator(s)		
26. Takes responsibility for attaining professional competence		
27. Responds constructively to feedback in a timely manner		
28. Demonstrates consistent and acceptable work behaviors		
29. Demonstrates effective time management		
30. Manages relationships effectively		
31. Demonstrates respect for diversity factors of others		
TOTAL SCORE		

FINAL:

Pass. 91 points and above

No Pass. 90 points and below