

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation is to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

FIELDWORK SITE

General Information

Practice Setting

Fieldwork Site Name & Address

Placement Start Date

Placement End Date

Hours Required per Week

Work Schedule

Weekends required

Evenings required

Flex/Alternative schedules

Other:

Can the site be accessed by public transportation?

Yes No

Is Parking Available at the Site?

How much is parking per day?

Yes No

Can future students contact you and ask you about your experience at this site?

Yes No

Patient Information

Age Groups you worked with

0-5 years old

6-12 years old

13-21 years old

22-65 years old

65+ years old

Describe the typical patient population

In-Patient Acute

In-Patient Rehab

SNF / Sub-Acute / Acute Long-Term Care

General Rehab Outpatient

Outpatient Hands

Pediatric Hospital/Unit

Peds Hospital Outpatient

In-Patient Psych

Other:

Behavioral Health Community

Older Adult Community Living

Older Adult Day Program

Outpatient / Hand private practice

Adult Day Program for DD Home

Health

Peds Outpatient Clinic

Early Intervention

School

Describe how you addressed the psychological and social factors of your clients during THIS Level II fieldwork placement:

Orientation - Week 1

Indicate the adequacy of the orientation by checking "Yes" (Y) or "Needs Improvement" (I) for each area:

Orientation Topics	Yes	Needs Improvement
Site-specific fieldwork objectives		
Student supervision process		
Requirements/assignments for students		
Student schedule (daily/weekly/monthly)		
Agency/Department policies and procedures		
Documentation procedures		
Safety and Emergency procedures		

Comments for the Orientation:

OCCUPATIONAL THERAPY PROCESS

I. Evaluation

Formal Assessment Tools Used:

Allen Cognitive Level Screening	Middlesex Elderly Assessment of Mental State
Allen Diagnostic Module	Michigan
Ashworth Scale (Tone)	Mini Mental State
Assessment of Motor & Perceptual Skills	Motor-Free Visual Perception Test (MVTP-3)
Beery Visual Motor Integration test	Moberg Pick Up Test
Box and Block	Nine Hole Peg Test
Bruininks-Oseretsky Test-2	Occupational Performance History Interview
BTE	Occupational Self Assessment
Childrens Assessment of Participation & Enjoyment/Preference for Activities of Children	Peabody Developmental Motor Scale
Children's Occupational Self Assessment	Pediatric Evaluation of Disability (PEDI)
Canadian Occupational Performance Measure	Piers Harris Self Concept Scale
Cognistat	Pinch Meter
Cognitive Assessment of Minnesota	Routine Task Inventory
Coping Inventory	School Function Assessment (SFA)
Dynamometer	Self-Assessment of Occupational Functioning
Early Coping Inventory	Semmes-Weinstein Monofilament
Functional Independence Measure	Sensory Profile
Gardner DVPT: Motor/Non-Motor	Social Skills Rating System
Goniometry	Volumeter
Harter Self Perception Profile	WeeFIM
Hawaii Early Learning Profile	Other:
Jebsen Hand Function Test	
Kitchen Task Assessment	
Kohlman Evaluation of Living Skills	
LOTCA	
Manual Muscle Testing	

OCCUPATIONAL THERAPY PROCESS

II. Intervention

Types of Intervention

Occupations: Broad and specific daily life events that are personalized and meaningful to the client (AOTA, 2020, p.59)

Individual

Group

Population

Activities: Components of occupations that are objective and separate from the client's engagement or contexts (AOTA, 2020, p. 59)

Individual

Group

Population

PAMS and Mechanical Modalities: Modalities, devices and techniques to prepare the client for occupational performance (AOTA, 2020, p. 59)

Individual

Group

Population

Orthotics & Prosthetics: Construction of devices to mobilize, immobilize, or support body structures to enhance participation in occupations (AOTA, 2020, p. 60)

Individual

Group

Population

Assistive technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupation (AOTA, 2020, p. 60)

Individual

Group

Population

Functional/Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)

Individual

Group

Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)

Individual

Group

Population

Education: Imparting of knowledge and information about occupation, health, well-being, and participation to enable the client to acquire helpful behaviors, habits, and routines (AOTA, 2020, p. 61)

Individual

Group

Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goals in a real-life, applied situation (AOTA, 2020, p. 61)

Individual

Group

Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)

Individual

Group

Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)

Individual

Group

Population

Functional groups, activity groups, task groups, social groups or other groups: Groups used in health care settings, within the community or within organization that allow clients to explore and develop skills for participation, including basic social interaction skills and tools for self-regulation, goal setting and positive choice making (AOTA, 2020, p. 62)

Individual

Group

Population

Telehealth: Use of technology to plan, implement, and evaluation occupational therapy intervention, education and consultations (AOTA, 2020, p. 62)

Individual

Group

Population

Approaches to Intervention

Assistance technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupation (AOTA, 2020, p. 60)

Individual

Group

Population

Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)

Individual

Group

Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)

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Individual

Group

Population

What percentage of interventions were provided in the following formats: (The total should be equal to 100%)

Individual

Group

Co-treatment

Population

Total

OCCUPATIONAL THERAPY PROCESS

III. Outcomes

Identify the types of outcomes measured as a result of OT intervention provided (AOTA, 2020)

	Yes	No
Occupational Performance		
Improvement		
Enhancement		
Prevention		
Health & Wellness		
Quality of Life		
Participation		
Role Competence		
Well Being		
Occupational Justice		

Overall Evaluation

Aspects of the environment	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify)

Documentation Format

Narrative

Electronic

Checklist

Soap

Handwritten documentation

Other:

Time frame and frequency of documentation

Daily

Biweekly

Weekly

Other:

Caseload expectation at the end of the student experience

Productivity expectation at the end of the student experience

Frequency of meetings with fieldwork educator

Daily

Biweekly

Weekly

Other:

What was the primary model of supervision used?

One fieldwork educator : one student

One fieldwork educator : group of students

Two fieldwork educators : one student

One fieldwork educator : two students

Distant supervision (primarily off-site)

Three fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Supervisory methods to promote reflective practice

Journaling

Processing verbally

Student self assessment

Written submission of intervention plans and rationale

Other:

General comments on supervision:

Summary of Fieldwork Experience

Rate your expectations	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					

Please identify the extent of opportunities that students will have to incorporate the following themes in occupational therapy practice during the fieldwork experience

	No opportunities	Limited opportunities	Some opportunities	Many opportunities (with most clients)	Consistent opportunities (for all clients)
Client-centered practice					
Occupation-based practice					
Evidence-based practice					
Leadership & advocacy					
Interprofessional education					
Community integration					

Please specify the themes that were not listed in the list above:

What other disciplines of the student presence were at the site?

PT	PTA	SLP	Nursing	Social Work	Medical
PA	MD	DO	Recreational therapy	Athletic trainer	Other:

If other OT/OTA student present, what level?

OTA Associate	OTA Baccalaureate	OT Master	OT Doctor
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Do you feel you were adequately prepared for placement?

Yes	No
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Why do you feel that you weren't prepared for the placement?

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

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

How likely will you recommend this fieldwork site to other students?

0 - Unlikely 10 - Very likely

Please specify the reasons for your recommendation:

Your fieldwork experience must be discussed with your supervisor before you submit this form

Yes, I have discussed my fieldwork experience with my supervisor

Date:

Students signature:
