

Form Name: AOTA - Fieldwork Performance Evaluation Final OTAS
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Portal Participant Email: raiza.belarmino@sdcoe.net

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Fieldwork Performance Evaluation (FWPE)

PERSONAL INFORMATION

STUDENT OR FIELDWORK EDUCATOR FIELDWORK EDUCATOR

COLLEGE OR UNIVERSITY Santa Ana College

STUDENT NAME Michaela Murphy

STUDENT EMAIL micmurphy777@gmail.com

FIELDWORK EDUCATOR NAME Raiza Belarmino

FIELDWORK EDUCATOR'S EMAIL raiza.belarmino@sdcoe.net

TOTAL NUMBER OF WEEKS 8

ARE THERE ADDITIONAL FIELDWORK
EDUCATOR(S) WORKING WITH THIS
STUDENT? No

FIELDWORK SETTING

TODAY'S DATE Sep 12, 2022

TYPE OF FIELDWORK Level II Fieldwork

NAME OF ORGANIZATION/FACILITY SDCOE-SELPA

CITY San Diego

STATE CA

FROM Jul 25, 2022

TO Sep 16, 2022

I. FUNDAMENTALS OF PRACTICE

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) (Final) 3 (Proficient Performance)

2. Adheres to safety regulations and reports/documents incidents appropriately. (Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures) (Final) 4 (Exemplary Performance)

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) (Final) 4 (Exemplary Performance)

II - BASIC TENETS OF OCCUPATIONAL THERAPY

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) (Final) 3 (Proficient Performance)

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. (Examples: families, caregivers, colleagues, service providers, administration, the public) (Final) 3 (Proficient Performance)

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) (Final) 3 (Proficient Performance)
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III - 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) (Final) 4 (Exemplary Performance)
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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) (Final) 3 (Proficient Performance)
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9. Administers delegated assessments using appropriate procedures and protocols. (Examples: standardized and non-standardized assessments, interviews, and observations) (Final) 3 (Proficient Performance)
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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) (Final) 3 (Proficient Performance)
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11. Reports results clearly, accurately, and concisely, reflecting the client's occupational performance. (Final) 4 (Exemplary Performance)
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IV - INTERVENTION

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) (Final)

4 (Exemplary Performance)

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) (Final)

3 (Proficient Performance)

14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals. (Final)

4 (Exemplary Performance)

15. Implements client-centered and occupation-based intervention plans. (Final)

3 (Proficient Performance)

16. Modifies the task and/or environment to maximize the client's performance. (Examples: upgrades/downgrades task; arranges client's workspace for optimal performance) (Final)

3 (Proficient Performance)

17. Recommends modification or termination of intervention plan based on the client's status. (Final)

3 (Proficient Performance)

18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions. (Final)

4 (Exemplary Performance)

V - 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) (Final)

4 (Exemplary Performance)

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) (Final)

3 (Proficient Performance)

21. Demonstrates knowledge about the organization. (Examples: mission and vision, accreditation status, licensing, specialty certifications) (Final)

3 (Proficient Performance)

22. Meets productivity standards or volume of work expected of occupational therapy assistant students. (Final)

3 (Proficient Performance)

VI - COMMUNICATION AND PROFESSIONAL BEHAVIORS

23. Communicates clearly and effectively, both verbally and nonverbally. (Examples: clients, families, caregivers, colleagues, service providers, administration, the public) (Final)

4 (Exemplary Performance)

24. Produces clear and accurate documentation. (Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements) (Final)

4 (Exemplary Performance)

25. Collaborates with fieldwork educator(s) to maximize the learning experience. (Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges) (Final)	4 (Exemplary Performance)
26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others. (Final)	4 (Exemplary Performance)
27. Responds constructively to feedback in a timely manner. (Final)	4 (Exemplary Performance)
28. Demonstrates consistent and acceptable work behaviors. (Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance) (Final)	4 (Exemplary Performance)
29. Demonstrates effective time management. (Examples: plans ahead, adheres to schedules, completes work in expected timeframe) (Final)	4 (Exemplary Performance)
30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others. (Final)	4 (Exemplary Performance)
31. Demonstrates respect for diversity factors of others. (Examples: culture, socioeconomic status, beliefs, identity) (Final)	4 (Exemplary Performance)

PERFORMANCE RATING SUMMARY SHEET

FINAL TOTAL	110
Pass/Fail	Pass
1. (Final) AOTA Code of Ethics	3
2. (Final) Safety Regulations	4
3. (Final) Safety of Self/Other	4
4. (Final) Articulates Values	3

5. (Final) Value Articulation	3
6. (Final) Role Articulation	3
7. (Final) Obtains sufficient...	4
8. (Final) Establishes Service	3
9. (Final) Delegation	3
10. (Final) Inform. interpretation	3
11. (Final) Result Reporting	4
12. (Final) Clear and Rational	4
13. (Final) Profess. Literature	3
14. (Final) Client-Centered	4
15. (Final) Intervention Plans	3
16. (Final) Task Modification	3
17. (Final) Modification Rec.	3
18. (Final) Client Response	4
19. (Final) Therapy Aide Collab.	4
20. (Final) Understands Costs	3
21. (Final) Organizational Knowledge	3
22. (Final) Productivity Standards	3
23. (Final) Communicates Clearly	4
24. (Final) Accurate Documentation	4
25. (Final) Field. Educator	4
26. (Final) Professional Comp.	4
27. (Final) Feedback Accep.	4
28. (Final) Consistent Behavior	4
29. (Final) Time Management	4
30. (Final) Relat. Management	4
31. (Final) Respect for Diversity	4

SUMMARY COMMENTS

Michaela has shown great growth and dedication during her fieldwork rotation. She always arrives prepared with interventions and materials for the day. Her commitment to the students and their progress has made a great impression with the teachers/staff at our school sites. Michaela has done well taking on the duties required of a school-based COTA and is able to communicate the role of OT with other staff members.

Student was informed of this review**Student was informed of this review**

**Fieldwork Educator Signature (You
complete this evaluation as a
FIELDWORK EDUCATOR)**
