



SANTA ANA COLLEGE

Occupational Therapy Assistant Program

Level I Fieldwork Performance Evaluation Form

Student Name: Michaela Murphy

Fieldwork Dates: 10/12 - 10/15

Facility Name: AoA: Harbor House

Supervisor Name: Alisha Wilson OTA-S,
Ashley Paz OTA-S

The purpose of Level I fieldwork is to provide experiential opportunities for students to gain the performance competency and confidence for progressing successfully in the academic program, including successive Level I and Level II fieldwork.

The *Level I Fieldwork Performance Evaluation* complements the *AOTA Fieldwork Performance Evaluation for the OTA Student*. It is designed to assess performance skills that build a foundation for successful completion of Level II fieldwork.

Directions

This tool is to be completed by the identified supervisor or fieldwork educator for the Level I experience. The rating scale ranges from:

1	Unacceptable	Performance is weak in most required tasks and activities. Work is frequently unacceptable.
2	Below Standards	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Performance is occasionally unacceptable.
3	Meets Standards	Carries out required tasks and activities. This rating represents good, solid performance and should be used most often.
4	Exceeds Standards	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
5	Outstanding	Carries out tasks and activities in consistently outstanding fashion.

I. FUNDAMENTALS OF PRACTICE

1. Consistently adheres to policies and procedures: Follow ethical standards of FW setting. Respects privacy of client.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
2. Consistently adheres to safety regulations: Uses sound judgement. Demonstrates awareness of potential hazardous situations.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
Comments:	

II. FOUNDATIONS OF OCCUPATIONAL THERAPY

3. Articulates values and beliefs of occupational therapy: Verbalizes definition of occupational therapy as relevant to FW setting or audience.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
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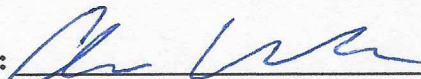
4. Utilizes relevant evidence to make informed practice decisions: Connects learned concepts to FW through inquiry or discussion. Articulates value of using evidence-based practice. Identifies evidence that is relevant to setting or clients.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
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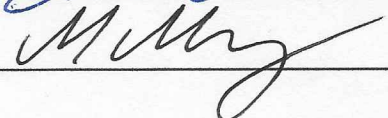
III. PROFESSIONAL BEHAVIORS

5. Time management skills: Student is prompt, arrives on time, and completes assignments on time.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
6. Organization: Student is dependable, organized, and follows through with responsibilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
7. Engagement in FW experience: Student demonstrates apparent level of interest, asks questions, actively participates while on site, and demonstrates interest in individuals and treatment outcomes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
8. Verbal communication and interpersonal skills with patients/clients, staff, and caregivers: Student interacts appropriately with individuals, such as eye contact, empathy, limit-setting, respectfulness, use of authority, and so forth; degree and quality of verbal interactions; use of body language and non-verbal communication; and exhibition of confidence.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Comments:					

IV. INTERVENTION

9. Identifies (verbal or written) interventions consistent with client-centered approach, and provides clinical reasoning for interventions identified.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
10. Administers interventions that are occupation-based and client-centered within guidelines of facility.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Comments: Fun Friday activities that were planned & carried out were very engaging & perfect level of just right challenge for all members in clubhouse. Able to be graded appropriately for each member.					

Supervisor Signature: 

Student Signature: 

Date: 10/15/21

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