

Form Name: AOTA - Fieldwork Performance Evaluation Final OTAS  
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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 Diane Vasquez

FIELDWORK EDUCATOR CREDENTIALS COTA/L

FIELDWORK EDUCATOR'S EMAIL kdi.tech09@gmail.com

TOTAL NUMBER OF WEEKS 8

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

### FIELDWORK SETTING

TODAY'S DATE Dec 08, 2022

TYPE OF FIELDWORK Level II Fieldwork

NAME OF ORGANIZATION/FACILITY Springs Health & Rehabilitation Center

CITY Murietta

STATE CA

ORDER OF PLACEMENT 2

OUT OF 2

FROM Oct 17, 2022

TO Dec 09, 2022

## I. FUNDAMENTALS OF PRACTICE

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**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)**

4 (Exemplary Performance)

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**Question 1 Comments**

Michaela was very mindful of a patient's privacy and used good privacy practices including pulling room drapes during therapy treatment, and HIPAA practice with anything related to technology use.

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

4 (Exemplary Performance)

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**Question 2 Comments**

Michaela had good implementation of reporting and documenting incidences as related to emergency procedure with patient care (wound care, and body substance precautions).

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**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)

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**Question 3 Comments**

Notable improvement with verbal communications as needed with clients, and therapy staff when preparing to transfer. Additional improvement noted with ensuring the locking of beds, w/c, etc as items do wear over time despite it being locked.

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**I. Fundamentals of Practice Comments**

Continue the great communication and verification of things related to safety, and HIPAA when interacting with families.

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## II - BASIC TENETS OF OCCUPATIONAL THERAPY

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**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)

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**Question 4 Comments**

Great utilization of articulating the value to clients confidently. Limited opportunities presented, but those that were had been handled well.

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**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)

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**Question 5 Comments**

Limited direct opportunities presented; however educational opportunities presented to grasp the scope of occupation for improved OT outcome.

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**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)**

4 (Exemplary Performance)

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**Question 6 Comments**

Great understanding and articulation of the role of the OT profession.

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**II - Basic Tenets of Occupational Therapy Comments**

Overall great understanding and articulation when communicating to those involved in the client's care.

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### **III - SCREENING AND EVALUATION**

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**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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**Question 7 Comments**

Great use of resources including communication with family members.

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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)**

4 (Exemplary Performance)

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**Question 8 Comments**

Good use of the VST, Berg balance scoring and assessment tool. Notable improvement with patient observation i.e. facial expressions, bodily reactions with nausea, etc.

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**9. Administers delegated assessments using appropriate procedures and protocols. (Examples: standardized and non-standardized assessments, interviews, and observations) (Final)**

4 (Exemplary Performance)

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**Question 9 Comments**

Wonderful use of the Berg and VST balance assessment tools.

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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)**

4 (Exemplary Performance)

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**Question 10 Comments**

Fair implementation and use of interpreting information to the clients needs during therapy as shown with a Farsi speaking client. Occupational performance use of beliefs, and spirituality.

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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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**III - Screening and Evaluation Comments**

Handled hands on opportunities well.

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**IV - INTERVENTION**

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<b>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)</b>	4 (Exemplary Performance)
<b>Question 12 Comments</b>	Great use of rationale for intervention when completing patient caregiving training for a tub bench transfer (had THP precaution), and car transfer training and judgement.
<b>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)</b>	4 (Exemplary Performance)
<b>Question 13 Comments</b>	As demonstrated with semester project.
<b>14. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals. (Final)</b>	4 (Exemplary Performance)
<b>Question 14 Comments</b>	Great motivational use when considering client motivations i.e salon incentives, nails, haircuts. Student has good understanding and use of psychosocial factors.
<b>15. Implements client-centered and occupation-based intervention plans. (Final)</b>	4 (Exemplary Performance)
<b>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)</b>	4 (Exemplary Performance)
<b>17. Recommends modification or termination of intervention plan based on the client's status. (Final)</b>	3 (Proficient Performance)
<b>Question 17 Comments</b>	Fair judgement with modifying or terminating therapy if client exhibits health issues such as nausea, OH, BP changes, etc.

**18. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions. (Final)** 3 (Proficient Performance)

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## **V - MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES**

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**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)

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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) (Final)** 3 (Proficient Performance)

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<b>Question 20 Comments</b>	Proficient. Continued learning as regulations change.
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**21. Demonstrates knowledge about the organization. (Examples: mission and vision, accreditation status, licensing, specialty certifications) (Final)** 3 (Proficient Performance)

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**22. Meets productivity standards or volume of work expected of occupational therapy assistant students. (Final)** 4 (Exemplary Performance)

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## **VI - COMMUNICATION AND PROFESSIONAL BEHAVIORS**

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**23. Communicates clearly and effectively, both verbally and nonverbally. (Examples: clients, families, caregivers, colleagues, service providers, administration, the public) (Final)** 4 (Exemplary Performance)

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<b>24. Produces clear and accurate documentation. (Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements) (Final)</b>	4 (Exemplary Performance)
<b>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)</b>	4 (Exemplary Performance)
<b>26. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others. (Final)</b>	4 (Exemplary Performance)
<b>27. Responds constructively to feedback in a timely manner. (Final)</b>	4 (Exemplary Performance)
<b>28. Demonstrates consistent and acceptable work behaviors. (Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance) (Final)</b>	4 (Exemplary Performance)
<b>29. Demonstrates effective time management. (Examples: plans ahead, adheres to schedules, completes work in expected timeframe) (Final)</b>	4 (Exemplary Performance)
<b>30. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others. (Final)</b>	4 (Exemplary Performance)
<b>31. Demonstrates respect for diversity factors of others. (Examples: culture, socioeconomic status, beliefs, identity) (Final)</b>	4 (Exemplary Performance)

## PERFORMANCE RATING SUMMARY SHEET

<b>FINAL TOTAL</b>	118
<b>Pass/Fail</b>	Pass
<b>1. (Final) AOTA Code of Ethics</b>	4

<b>2. (Final) Safety Regulations</b>	4
<b>3. (Final) Safety of Self/Other</b>	4
<b>4. (Final) Articulates Values</b>	3
<b>5. (Final) Value Articulation</b>	3
<b>6. (Final) Role Articulation</b>	4
<b>7. (Final) Obtains sufficient...</b>	4
<b>8. (Final) Establishes Service</b>	4
<b>9. (Final) Delegation</b>	4
<b>10. (Final) Inform. interpretation</b>	4
<b>11. (Final) Result Reporting</b>	4
<b>12. (Final) Clear and Rational</b>	4
<b>13. (Final) Profess. Literature</b>	4
<b>14. (Final) Client-Centered</b>	4
<b>15. (Final) Intervention Plans</b>	4
<b>16. (Final) Task Modification</b>	4
<b>17. (Final) Modification Rec.</b>	3
<b>18. (Final) Client Response</b>	3
<b>19. (Final) Therapy Aide Collab.</b>	4
<b>20. (Final) Understands Costs</b>	3
<b>21. (Final) Organizational Knowledge</b>	3
<b>22. (Final) Productivity Standards</b>	4
<b>23. (Final) Communicates Clearly</b>	4
<b>24. (Final) Accurate Documentation</b>	4
<b>25. (Final) Field. Educator</b>	4
<b>26. (Final) Professional Comp.</b>	4
<b>27. (Final) Feedback Accep.</b>	4
<b>28. (Final) Consistent Behavior</b>	4
<b>29. (Final) Time Management</b>	4



30. (Final) Relat. Management	4
31. (Final) Respect for Diversity	4
Student was informed of this review	Student was informed of this review
Fieldwork Educator Signature (You complete this evaluation as a FIELDWORK EDUCATOR)	