

Assessment of OTA Student Performance in Level II Fieldwork

Northland Community and Technical College OTA Program

Student Name: _____

FIELDWORK SETTING:

Facility Name: _____

Facility Address: (street) _____

(city) _____ (state) _____ (zip) _____

Type of Fieldwork (circle one):

Adult Physical

Adult Psychosocial

Pediatric Physical

Pediatric Psychosocial

Other: _____

Dates of Placement: From _____ to _____

Total Hours Completed: _____

This assessment should be completed at the fieldwork midterm and the end of the fieldwork. It is expected that the student will continue to grow throughout the fieldwork, and this is typically reflected in the progression of rating from midterm to final.

Midterm Assessment:

- There is no specific passing grade required at the midterm assessment.
- If the student scores below 70, it is recommended that a formal professional development plan be considered.
- If the clinical fieldwork supervisor suspects that the student is at risk of failing the fieldwork, a formal professional development plan should be initiated.

Final Assessment:

- The passing score required at the final assessment is 90 or above.
- A score below 90 is a failing score.
- If the student earns a score of 1 on any item in this assessment, the student fails the fieldwork.
- If the student earns a score of 1 or 2 in any item in the ethics and safety section, the student fails the fieldwork.

The following rating scale should be used when filling out the assessment:

4 – Excellent. The student demonstrates skills and knowledge that are above average for an entry level OTA. The student consistently performs at this level, and it is considered a strength for the student.

3 – Good. The student demonstrates skills and knowledge at a level that is common for an entry level OTA. The student typically performs at this level.

2 – Emerging. The student demonstrates skills and knowledge that are below the level that is common for an entry level OTA, but the student is growing in this area and is close to entry level skills. Or the student inconsistently performs at the level of an entry-level OTA.

1 – Unacceptable. Student demonstrates skills and knowledge that are significantly below the level of an entry level OTA. The student typically performs at this level and/or this level interferes with the student's ability to effectively and safely treat patients/clients.

Ethics and Safety (the student must earn a score of 3 or higher on each item in this section to pass.)

1. **Follows all pertinent rules and regulations, including the AOTA Code of Ethics, all federal and state regulations, and all facility regulations and policies.** Consider Medicare and Medicaid regulations, HIPAA privacy rules, regulations set forth by JHACO, CARF, or any other regulatory agencies.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

2. **Demonstrates knowledge and understanding safety requirements and consistently adheres to them.** Consider hand hygiene, infection control precautions, fire and weather safety policies, appropriate knowledge of safety equipment.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

3. **Demonstrates critical thinking skills and sound judgement in maintaining safety for self and others.** Consider use of appropriate body mechanics, following patient-specific precautions such as surgical precautions, appropriate use of safety equipment with patients/clients, ability to assess potential hazards and limit the impact on self and others.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

Midterm Comments:

Final Comments:

Tenets of Occupational Therapy

4. **Consistently and accurately explains to others the role of occupational therapy in promoting health and wellness and preventing disease and dysfunction.** Consider the explanation of the distinct nature and value of occupational engagement, the role of the occupational therapist and the occupational therapy assistant to patients/clients, families, caregivers, colleagues, other professionals, and/or the public.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

5. **Consistently and accurately explains to others the distinct nature of occupation, its role in promoting health and wellness and preventing disease and dysfunction.** Consider the explanation of the use of occupations and purposeful activity to address participation and engagement and to further the development of performance skills and performance patterns to patients/clients, families, caregivers, colleagues, other professionals, and/or the public.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

Midterm Comments:

Final Comments:

Screening and Evaluation

6. **Gathers appropriate information from multiple sources to contribute to the occupational profile.**

Consider gathering information related to patient/client roles and meaningful occupations, as well as factors that support or hinder occupational engagement. Information may be obtained from the patient/client, family, caregivers, chart review, interviews, or skilled observation.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

7. **Establishes service competency in administering screenings and assessments as delegated by the occupational therapist.** Consider standardized assessments, non-standardized assessments, interviews, skilled observations, chart reviews, etc.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

8. **Contributes appropriately to the interpretation of assessment information by the occupational therapist.** Consider the ability to provide appropriate assessment results; relate results to strengths, weaknesses, occupational performance, and client factors; provide additional observational information, etc. to better inform the OTR as they interpret the assessment information.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

9. **Provides appropriate and accurate verbal report and written documentation of assessment results.**

Consider documentation in the medical chart, explanation of assessments to the OTR, the patient/client, family/caregivers, colleagues, and other relevant parties, etc.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

10. **Uses evaluation information to appropriately collaborate with the OTR in the development of client-centered, occupation-based intervention plans and goals.** Consider providing input on initial intervention plan and/or updating intervention plans and goals following re-evaluation.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

Midterm Comments:

Final Comments:

Intervention

11. **Plans and implements interventions that are client-centered and culturally relevant.** Consider the ability to take into account the values and preferences of the patient/client and/or family and caregivers and avoiding use of the same activities with all patients.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

12. **Plans and implements interventions that are occupation-based and/or directly promote enhanced performance in occupation.** Consider appropriate use of occupation-based interventions, purposeful activity, and interventions to support occupations.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

13. **Plans and implements interventions that appropriately address the patient's/client's strengths, weaknesses, and goals as defined in the OT intervention plan.**

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

14. **Plans and implements, in collaboration with the OT, interventions that are based on current evidence-based practice and the theory, models, and frames of reference that guide the intervention plan.**

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

15. **Appropriately grades and modifies intervention activities in response to patient/client needs and response to treatment.** Consider the use of activity analysis to implement the intervention plan, and the ability to assess pt safety, status, motivation, and needs and adjust the session accordingly.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

16. **Demonstrates appropriate therapeutic use of self to facilitate patient/client participation and progress.** Consider use of personality, insights, and judgments, empathy, authenticity, appropriate sharing, verbal and non-verbal communication.

c. **Midterm** 1 2 3 4

d. **Final** 1 2 3 4

17. **Provides appropriate information and collaborates with the OT to determine modifications to the intervention plan.** Consider collaboration with re-evaluation, updating goals, and collaboration with discharge planning.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

18. **Appropriately and accurately documents treatment sessions and patient/client responses to interventions in a manner that clearly conveys the effectiveness of interventions.** Consider that information is presented in a clear, concise manner, and that it clearly demonstrates the need for skilled occupational therapy.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

Midterm Comments:

Final Comments:

Service Delivery and Management of OT Services

19. **Appropriately and accurately documents treatment sessions in a manner that clearly conveys the need and rationale for skilled occupational therapy services.**

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

20. **Demonstrates knowledge of reimbursement systems and funding mechanisms and accurately addresses these in documentation.** Consider the ability to produce documentation in accordance with third party payor requirements, appropriate use of diagnosis codes and DME codes (i.e. CPT, ICD, DSM, HCPCS codes.)

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

21. **Demonstrates and understanding of legal and ethical aspects of supervision of occupational therapy assistants.** Consider the understanding of supervision as a student and as a COTA.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

22. **Meets productivity requirements effectively.**

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

Midterm Comments:

Final Comments:

Professional Behaviors

23. **Collaborates Effectively with others.** Consider ability to work in groups, intra-professional collaboration, and inter-professional collaboration.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

24. **Takes responsibility for learning.** Consider independently seeking learning experiences, actively participating in learning experiences, use of downtime for further learning, etc.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

25. **Responds constructively to feedback.** Consider appropriate verbal and non-verbal response, appropriate self-reflection, and ability to make appropriate changes in response to feedback.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

26. **Demonstrates consistent and acceptable work behaviors.** Consider preparedness for the day and for treatment sessions, dependability, taking responsibility for actions, maintaining appropriate professional dress and grooming, demonstrating flexibility, etc.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 .4

27. **Demonstrates time management.** Consider ability to meet timelines/deadlines, effectively prioritizing tasks, using free time productively, avoiding procrastination, etc.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

28. **Manages Relationships effectively.** Consider use of respectful verbal and nonverbal communication, approaching conflicts and disagreements professionally and respectfully, respecting the knowledge and experience of supervisors and educators, etc.

a. **Midterm** 1 2 3 4

b. **Final** 1 2 3 4

29. **Demonstrates respect for the diversity of others.** Consider cultural awareness, willingness to seek accurate and unbiased information about other cultures, consideration of cultural differences in treatment

planning and intervention. This includes diversity of culture, gender, sexual expression, socioeconomic status, family structure, etc.

a. Midterm	1	2	3	4
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b. Final	1	2	3	4
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30. **Demonstrates professional communication skills.** Consider quality of written documentation, appropriate use of professional language and medical terminology, the ability to adjust language to match the listener, use of appropriate non-verbal communication, respectful tone, etc.

a. Midterm	1	2	3	4
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b. Final	1	2	3	4
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Midterm Comments:

Final Comments:

Midterm Summary

Ethics and Safety

1. _____

2. _____

3. _____

Foundations of Occupation

4. _____

5. _____

Screening and Evaluation

6. _____

7. _____

8. _____

9. _____

10. _____

Intervention

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

Service Delivery and Management of OT Services

19. _____

20. _____

21. _____

22. _____

Professional Behaviors

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

MIDTERM TOTAL: _____

Professional Development Plan

Recommended? Yes _____ no _____

Final Summary

Ethics and Safety

1. _____

2. _____

3. _____

Foundations of Occupation

4. _____

5. _____

Screening and Evaluation

6. _____

7. _____

8. _____

9. _____

10. _____

Intervention

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

Service Delivery and Management of OT Services

19. _____

20. _____

21. _____

22. _____

Professional Behaviors

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

FINAL TOTAL: _____

PASS _____ **FAIL** _____

(90 points or higher is required to pass)

Midterm Summary:

Final Summary:

SIGNATURES:

Midterm Assessment:

Clinical Fieldwork Supervisor: _____ **Date:** _____

I have had the opportunity to review this performance assessment and ask any questions that I have.

Student: _____ **Date:** _____

Final Assessment:

Clinical Fieldwork Supervisor: _____ **Date:** _____

I have had the opportunity to review this performance assessment and ask any questions that I have.

Student: _____ **Date:** _____

Resources

The Accreditation Council for Occupational Therapy Education. (2018b). 2018 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. North Bethesda.

The Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. North Bethesda.

AOTA. Fieldwork Performance Evaluation (FWPE) for the occupational therapy assistant.

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Occupational-Therapy-Assistant-Student.pdf>

Mahle, Amy J, & Ward, Amber L. (2022). Adult Physical Conditions Intervention Strategies for Occupational Therapy Assistants (2nd ed.). F.A. Davis Company.