

PERFORMANCE EVALUATION IN LEVEL II FIELDWORK

POLICY FOR ADDRESSING PERFORMANCE DEFICITS

It is the policy of the Division of Occupational Science and Occupational Therapy, in collaboration with affiliating fieldwork sites, to handle the performance deficits during a Level II Fieldwork experience in occupational therapy in the following manner. (The term “fieldwork educator” indicates the “supervising therapist” or “clinical instructor”.)

- A. Each student will receive consistent, periodic review of his or her performance while completing the objectives identified for Level II Fieldwork. The Academic Program requests the following schedule for formal evaluation during Level II fieldwork:
1. Four weeks – the purpose is to identify strengths, areas needing improvement, and/or any significant issues that may require remediation before the midterm evaluation.
 2. Six weeks – the purpose is to complete a midterm evaluation. If using the AOTA Fieldwork Performance Evaluation for the Occupational Therapist, complete and review the midterm portion with the student.
 3. Eight or Nine weeks (Used if significant performance issues have been identified) – the purpose is to evaluate progress and/or identify any significant issues that may require remediation, or continue to require remediation.
 4. Twelve weeks – the purpose is to complete the final evaluation of the student’s performance. Generally, the AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student is used. The fieldwork educator and student meet to review the evaluation, and the evaluation is submitted to the Academic Program.
- B. The following guidelines are recommended to assist in identifying performance deficits during the fieldwork experience:
1. A significant percentage of unsatisfactory or low scores on the AOTA Fieldwork Evaluation.
 2. Behaviors that put co-workers’ self, and/or clients at risk.
 3. Significant deficits in developing skills for assessing and implementing treatment.
 4. Failure to adhere to policies and procedures at facility/fieldwork sites.
 5. Failure to adhere to any essential requirement or significant issue particular to that fieldwork site.

- C. **Ongoing communication between the fieldwork site, the student, and the Academic Fieldwork Coordinator is essential during this process.** It is imperative that the fieldwork site and the student contact the Academic Program if the student is having difficulties.
- D. If a student's performance is determined to be deficient or failing **at any time during the fieldwork experience**, the fieldwork educator and/or the student will notify the Academic Fieldwork Coordinator at the Academic Program. If the fieldwork site educator(s) and the Academic Fieldwork Coordinator agree, the following option(s) may be offered to the student:
1. Student will continue the fieldwork experience at the discretion of the fieldwork educator and Academic Fieldwork Coordinator. There is no guarantee of the outcome. Possible courses of action include:
 - i. Student will correct deficiencies and successfully complete the fieldwork experience. A learning and/or behavioral contract may be developed to outline performance expectations. All parties must agree to the expectations.
 - ii. Student continues, but does not achieve passing scores despite new strategies and learning contract. The student would receive a grade of "no credit" for the fieldwork experience.
 2. Student may withdraw from and leave the fieldwork experience immediately. The student must notify the University Grade Dept. that he/she is withdrawing from the course. The student will establish a plan of remediation with the Academic Fieldwork Coordinator prior to attempting another Level II fieldwork. This may include additional pre-clinical or work experience in the specific area of practice, reading, and/or other strategies. The written remediation plan will be agreed upon by the Academic Fieldwork Coordinator and student, then signed by both.
 3. The fieldwork site may request that the Academic Program withdraw the student from the fieldwork experience. Following the terms of the affiliation agreement (contract) between the fieldwork site and Academic Program, the facility may be required to state its reasons for requesting a student withdrawal in writing to the Academic Fieldwork Coordinator. If the Academic Program withdraws the student from the fieldwork experience, the student's fieldwork will end at that time, and a grade of "no credit" will be given for the course.
 - i. If the student's fieldwork experience results in an unsuccessful outcome, the student will contact and meet with the Academic Fieldwork Coordinator to debrief and develop a remediation plan to address issues leading to the premature end of the fieldwork experience.
 - ii. When the remediation plan is successfully completed, the student will be placed at a fieldwork site when one becomes available, according to the Academic Program's course registration requirements (i.e., semester registration deadlines) and the Division's Student Handbook.

- E. Per the Student Handbook of the Division of Occupational Therapy, the student agrees to the following:

A student who is asked to discontinue or discontinues him/herself from Level II fieldwork because of failing performance prior to completion will be considered to have failed that fieldwork experience and a grade of NC (no credit) will be assigned. Should a student fail or withdraw from a fieldwork experience, the Coordinator of Fieldwork Education will schedule one additional 12-week Level II fieldwork for the student when such fieldwork is available. If a student fails or withdraws from two Level II fieldwork experiences, the student will not be permitted to repeat Level II fieldwork again and will be ineligible for credentialing by NBCOT and not permitted to practice occupational therapy.