

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Purpose:

This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the fieldwork educator[s] and fieldwork setting
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs
- Provide objective information to students who are selecting sites for future Level II fieldwork

This form is designed to offer each program the opportunity to gather meaningful and useful information. Programs may adapt this form to suit their needs.

Instructions to the Student:

- Complete the SEFWE before your final meeting with your fieldwork educator(s).
- Make a copy of the form for yourself. This form is submitted to your fieldwork educator during or after you review your final fieldwork performance evaluation (FWPE). The SEFWE is signed by you and the fieldwork educator(s).

Instructions to the Fieldwork Educator(s):

- Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed.
- The SEFWE is signed by both the fieldwork educator(s) and the student.
- Return both the FWPE and SEFWE promptly upon completion of the fieldwork to the academic fieldwork coordinator.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: _____

Address: _____

Type of Fieldwork: _____

Placement Dates: from _____ to _____

Order of Placement: First Second Third Fourth

Student work schedule:

Hours required: _____ per week

Weekends required Evenings required Flex/alternate schedules (describe):

Identify access to public transportation:

Please include your e-mail address here if you don't mind future students contacting you to ask about your experience at this site: _____ (non USC-email)

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report on

(date)

Student's Signature

FW Educator's Signature

Student's Name (Please Print)

FW Educator's Name and credentials (please print)

FW Educator's years of experience _____

ORIENTATION — WEEK 1

Indicate the adequacy of the orientation by checking “Yes” (Y) or “Needs Improvement” (I).

TOPIC	Adequate		Comment
	Y	I	
Site-specific fieldwork objectives			
Student supervision process			
Requirements/assignments for students			
Student schedule (daily/weekly/monthly)			
Agency/Department policies and procedures			
Documentation procedures			
Safety and emergency procedures			

CLIENT PROFILE

Check age groups worked with.

List most commonly seen occupational performance issues in this setting.

Age	
0-5 years old	
6-12 years old	
13-21 years old	
22-65 years old	
65+ years old	

Occupational Performance Issues

Describe the typical population (specific diagnoses):

OCCUPATIONAL THERAPY PROCESS

I. EVALUATION

List assessment tools used	Observed	Performed

II. INTERVENTION

List major therapeutic interventions frequently used and indicate whether each was provided as individual, group, or co-treatment, or as a consultation. List other professionals involved.

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals (i.e. ADL, IADL, play, work, school activities, etc.)				
Purposeful Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory Methods: modalities, devices and techniques. These are provided to the client; <u>no active engagement</u>				
Preparatory Tasks: actions that target specific client factors or performance skills. Requires <u>client active engagement</u>				

Types of Intervention	Individual	Group	Co-Tx	Consultation
Patient & Family Education: provides knowledge and enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that were used to guide intervention.

	Yes	No
Model of Human Occupation		
Occupational Adaptation		
Ecology of Human Performance		
Person–Environment–Occupation Model		
Biomechanical Frame of Reference		
Rehabilitation Frame of Reference		
Neurodevelopmental Theory		
Sensory Integration		
Behaviorism		
Cognitive Theory		
Cognitive Disability Frame of Reference		
Motor Learning Frame of Reference		
Other (list):		

III. OUTCOMES

**OTPF-III terminology

ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		
There were opportunities to assist in the supervision of others — specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify):

FIELDWORK ASSIGNMENTS

Identify the types of assignments required of you at this placement (check all that apply).

	Yes	No
Case study applying the Practice Framework		
Evidence-based practice presentation — specify topic:		
Revision of site-specific fieldwork objectives		
Program development — specify topic:		
In-service/presentation — specify topic:		
Research — specify topic:		
Other (list):		

DOCUMENTATION AND CASE LOAD

Documentation format:

- Narrative
 SOAP
 Checklist
 Other (specify): _____
 Hand-written documentation
 Electronic

If electronic, name format and program: _____

Time frame and frequency of documentation: _____

Ending student caseload expectation: _____ # of clients per week or day

Ending student productivity expectation: _____ % per day (direct care)

Indicate whether you completed screenings/plans/discharges and the approximate number of each.

	Yes	No	How Many?
Client/patient screening			
Written treatment/care plan			
Discharge summary			

SUPERVISION

What was the primary model of supervision used? (check one)

- one fieldwork educator : one student
- one fieldwork educator : group of students
- two fieldwork educators : one student
- one fieldwork educator : two students
- remote supervision (primarily off-site)
- three or more fieldwork educators : one student (count person as fieldwork educator if supervision occurred at least weekly)

Frequency of meetings/types of meetings with fieldwork educator (value/frequency):

General comments on supervision:

SUMMARY OF FIELDWORK EXPERIENCE

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree					
	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					

What particular qualities or personal performance skills should a student have to function successfully on this fieldwork placement?

What advice do you have for future students who wish to prepare for this placement?

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

Overall, what changes would you recommend in this Level II fieldwork experience?

Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this site:

INSTRUCTIONS

One form must be completed for each fieldwork educator who provided supervision.

Check the box that best describes your opinion of the fieldwork educator's efforts in each area.

FIELDWORK EDUCATOR NAME:

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: _____

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree				
1	2	3	4	5

	1	2	3	4	5
Provided ongoing positive feedback in a timely manner					
Provided ongoing constructive feedback in a timely manner					
Reviewed written work in a timely manner					
Made specific suggestions to student to improve performance					
Provided clear performance expectations					
Sequenced learning experiences to grade progression					
Used a variety of instructional strategies					
Taught knowledge and skills to facilitate learning and challenge student					
Identified resources to promote student development					
Presented clear explanations					
Facilitated student's clinical reasoning					
Used variety of supervisory approaches to facilitate student performance					
Elicited and responded to student feedback and concerns					
Adjusted responsibilities to facilitate student's growth					
Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments:

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