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Level I Fieldwork: Focus on Evaluation

The goal of Level I fieldwork is to introduce students to fieldwork, apply knowledge to practice, and develop understanding of the needs of clients. Each level I fieldwork experience enriches didactic coursework through providing students experiences with both directed observation and participation in selected aspects of the occupational therapy process.

The overall purpose of the UND Level I Fieldwork Focus on Evaluation is that students learn about the pivotal role of evaluation (initial and ongoing) in the treatment process. In didactic coursework students are gaining an understanding of various medical conditions as well as evaluation methods used across practice setting. They are learning to appreciate the value of observation and interview to obtain evaluation information, aspects of selecting assessment tools, administering assessments, interpreting results in view of therapy needs, and writing an evaluation report. During this 5-day fieldwork experience, students should have opportunity to **both observe and apply** select skills to practice. They will also utilize knowledge from coursework on culture and occupation to engage with clients and to analyze activities and professional reasoning processes. Students will use knowledge from research and leadership coursework to recognize leadership in practice and evidence for standardized assessment protocols.

Learning Objectives for Level I Fieldwork: Focus on Evaluation

Students will be able to:

1. Identify what occupation focused evaluation looks like in practice
2. Select appropriate follow-up assessments of pertinent client factors (i.e. strength, cognition, sensory-processing, emotional regulation etc.) based on client's occupational performance
3. Administer an assessment of an underlying client factor, performance skill or performance pattern
4. Distinguish between standardized and non-standardized assessments
5. Document their observations as a method of assessment
6. Appreciate the ongoing nature of evaluation
7. Appreciate the impact of assessment on intervention and discharge
8. Identify the impact of payer guidelines on assessment format
9. Analyze activity performance and recognize performance break-down
10. Recognize professional reasoning in practice
11. Recognize leadership styles used to promote and manage occupational therapy services delivery
12. Appreciate research evidence informing the assessment process
13. Identify client psychosocial factors impacting the evaluation process

Learning Activities Appropriate for Level I Fieldwork: Focus on Evaluation

Feel free to place a check on the left side to identify activities that would be a good fit with your fieldwork setting. This list of learning activities are only suggestions and do not serve as a complete list of activities that are appropriate for a Level I Fieldwork experience focused on evaluation.

	Observe their supervising therapist interviewing clients to determine occupational priorities and evaluating occupation through activity analysis or use of a formal assessment tool.
	Review AOTA Code of Ethics and discuss expectations for professional behavior in fieldwork setting with fieldwork educator.
	Receive feedback from fieldwork educator early in level I FW in regard to student strengths and challenges in relation to therapeutic use of self and respond responsibly to feedback provided.
	Observe and then practice safety procedures related to transfers and mobility; allow students to observe and then practice principles with staff and, once competency is established, with clients.
	Identify diagnostic safety precautions during evaluation and intervention under supervision of the fieldwork educator.
	Administer at least one occupational evaluation to include both observation and interview.
	Observe their supervising therapist choosing follow-up assessments after completing an occupational evaluation and hear their rationale for their choice (for at least 2 different clients).
	Observe at least one client's occupational performance, identify which factors interfere with performance, and identify an assessment tool that might be used to assess identified factors (reflected in evaluation report assignment below). Students will discuss their observations and recommendations with their supervising therapist.
	Observe the supervisor administer at least one assessment of an underlying client factor, performance skill or performance pattern.
	Administer at least one assessment of underlying client factor, performance skill or performance pattern.
	Reflect on the assessment of underlying client factor etc. that was given and determine whether it was standardized or not and other properties of the assessment and if not, what alternative standardized tool might have been chosen.
	Observe a client session (at least one) and document observations through writing a daily note following the format used at the facility.
	Document outcomes of occupational therapy services including assessment of progress and rationale for continuation or termination of services following guidelines and protocol of the facility.
	Compare an assessment progress note to an initial evaluation and note the change (Part of evaluation report assignment noted below).
	Compare an assessment progress note to a discharge summary. Student will document the progress needed to accomplish discharge.
	Identify how reimbursement guidelines impact the assessment protocol at their assigned facility or from client to client. Students might also compare the assessment process at their assigned facility to a peer who completed the fieldwork at an alternative site and note differences.
	Identify aspects of diversity that are present at the fieldwork setting and communicate implications of diversity on evaluation and treatment of clients served.
	Practice explaining the purpose of OT to fieldwork educator, team members, families, and/or clients.
	Identify opportunities to discuss ethical implications related to occupational therapy practice.
	Search, select, and discuss a piece of research literature relevant to the client population being served.

Contact Us:

If any concerns or questions arise, please feel free to contact us.

- Cherie Graves, PhD, OTR/L – Academic Fieldwork Coordinator – 701-777-6086 – Cherie.graves@und.edu
- Andrea Young, OTD, OTR/L – Academic Fieldwork Coordinator – 307-268-2408 – Andrea.young@und.edu

Student Name: _____

Dates of Fieldwork: _____

Facility Name, City, State: _____

The purpose of this performance report is to identify student’s growth in professional behaviors and skills in preparation for Level II experiences and entry-level practice. Level I experiences provide students with exposure to the role of occupational therapy and the opportunity to apply knowledge gained during coursework. We encourage as much “hands-on” experience as possible and appropriate and understand this will vary between sites. Please complete this form in its entirety. If there are areas you are unable to adequately assess, please indicate NA. We understand not all behaviors may be observed or demonstrated during the week. A score of a “no” in any of the three items listed below with ***, leads to automatic failure of fieldwork experience. Five or more areas scored “no”, leads to failure of fieldwork experience. Definitions for scoring are as follows:

Measurement	Behavior
Yes	Meets expectations as a Level I student. Performs easily, consistently; needs minimal supervision.
Needs Improvement	Student is willing and tries; somewhat awkward or lacking in confidence; needs additional guidance.
No	Skill is lacking; has poor ability to integrate or relate academic information; has difficulty relating to clients/staff.
NA	Not able to adequately assess.

Following completion of this form, please review the results with the student. Specific and timely feedback is important to assist students in improving their skills. If items are of concern prior to sharing this information, please feel comfortable enough to contact Cherie Graves @ 701-777-6086 or Andrea Young @ 307-268-2408. Thank you for your service, dedication, and assistance in the educational process of our occupational therapy students. We deeply appreciate the unique learning opportunities you provide and the time and energy extended by you and other staff in creating a stimulating and successful experience.

Professional Behaviors

Is the student able to:	Yes	Needs Improvement	No	NA
AOTA Code of Ethics				
Demonstrate compliance with policies, procedures, and rules of the facility directly related to safety ***				
Adhere to diagnostic safety precautions during evaluation under supervision of the fieldwork educator ***				
Demonstrate respect for patients’ and families right to confidentiality ***				
Demonstrate an understanding of professional standards and code of ethics applicable to this facility and AOTA				
Demonstrate ability to establish rapport, trust and confidence with others				
Communication				
Use language appropriate to the educational/learning level of the audience (clients, team members, etc.)				

Articulate clearly the need/purpose of OT				
Practice positive verbal and non-verbal interpersonal communication skills in all interactions				
Respond constructively when conflict is present (ex. Miscommunications, upset clients, other areas of tension)				
Demonstrate ability to set necessary limits in response to undesirable physical or social behavior of clients				
Use assertive communication skills to clarify information as needed				
Listen attentively and clarify any constructive feedback provided by fieldwork educator				
Professional Conduct				
Positively modify performance after receiving constructive feedback				
Accurately identify own personal strengths/challenges related to performance				
Effectively manage stressors in positive and constructive ways				
Adhere to program and facility guidelines with appropriate dress and hygiene				
Demonstrate punctuality in attendance and in meeting deadlines				
Demonstrate initiative and the ability to be self-directed				
Demonstrate respect and sensitivity in regard to cultural diversity				

Professional Skills

Please consider student's performance in facility activities as well as UND assignments.	Yes	Needs Improvement	No	NA
Preparation for Evaluation				
Accurately listens, observes and then articulates FW setting evaluation process				
Distinguish between standardized and non-standardized assessment tools				
Recognize impact of payer guidelines on site evaluation process				
Understand ethical considerations in evaluation				
Prepare in advance for participation in the evaluation process				
Evaluation				
Accurately selects pertinent assessment tools for initial evaluation with prompts				
Follows interview format, while also engaging the client				
Effectively directs client to perform assessments of occupational performance				
Accurately observes and records occupational performance (ie. ADL, IADL, Work, Social Participation, Rest, etc.)				
Effectively administers assessment(s) of underlying skills or client factors				
Administer appropriate assessments and makes adjustments as needed				
Communicate verbally about evaluation findings				
Analyze and use evaluation results (at a beginning level) to establish client-centered goals				
Effectively compares progress note to initial evaluation and notes change in client status				
Recognize need to adjust assessment procedure in response to client behavior				
Documentation				
Accurately records interview data (occupational profile)				
Accurately documents evaluation findings				
Consistently produces documentation free of spelling and grammatical errors				
Appropriately uses abbreviations approved by the fieldwork site				

Produce concise and legible written reports				
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Based on performance, did student pass this Level I experience? _____ YES _____ NO

(A score of a “no” in any of the three items with ***, leads to automatic failure of fieldwork experience. Five or more areas scored “no”, leads to failure of fieldwork experience).

Please identify one strength the student demonstrated and document through an example.

Area of strength:

Example:

Please identify one area for improvement and document through an example.

Area of improvement:

Example:

Additional comments:

Signature of Fieldwork Educator

Date

Signature of Student

Date

Signature of UND Faculty

Date