LEVEL II AOTA Fieldwork Performance Evaluation

The AOTA Fieldwork Performance Evaluation of the Occupational Therapy student will be used as the formal evaluation of student performance while on Level II FW (C.1.18). The Level II fieldwork evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission of Education.

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standard of Practice of Occupational Therapy which can be referenced: American Occupational Therapy Association (AOTA), (1998). Standards of practice for occupational therapy. American Journal of Occupational Therapy (AJOT), 52, 866-869.

The evaluation was designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. The evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results. Refer to the reference resource information found on the actual fieldwork evaluation found within this handbook. In addition, the evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

Use of the Fieldwork Performance Evaluation for the Occupational Therapy Student

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use the evaluation to assess student competence, site-specific objectives need to be developed. The evaluation can be used as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using the evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desires competence. The FE must contact the AFWC when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student’s potential for achieving entry-level competence by the end of the affiliation is in question.
Directions for Rating Student Performance

There are forty-two performance items. Every item must be scored, using the one to four point rating scale, 4 exceeding standards and 1 being unsatisfactory performance. The rating scales should be carefully studied prior to using this evaluation. The definitions of the scales, 1 thru 4, are given at the top of each page. The fieldwork educator must circle the number that corresponds to the description that best describes the student’s performance. Note, the rating for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance. The Fieldwork Educator should record midterm and final ratings on the Performance Rating Summary Sheet. Compare overall midterm and final scores to the scale listed as follows:

4 - Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 - Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 - Needs improvement: Performance is progressing but still needs improvement for entry level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 - Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

Overall Mid-Term Score
The student must achieve a score of 90 and above in order to be documented as obtaining Satisfactory Performance at midterm. If a student achieves a score of 89 and below they are considered as performing below standards, labeled as unsatisfactory performance. If this situation occurs, the FWEd and student must contact the AFWC immediately so that a site visit can be scheduled an action plan / learning contract developed. The Learning Contract Template form can be found on the pages following the AOTA’s Fieldwork Performance Evaluation for the Occupational Therapy Student.

Overall Final Score
The student must achieve an overall total score of 122 points and above - - AND
- - the student must receive a 9 or above in Section I of the Level II Fieldwork Evaluation in order to successfully pass her/his Level II fieldwork experience (a 3 or more in questions 1, 2, and 3).

If the student receives an overall total score of 121 points or below OR 8 or below in Section I of the Level II Fieldwork Evaluation, the student did not successfully complete their Level II fieldwork experience. Refer to the MOT Progression & Retention Policy located in the white section of this handbook.
Level II Fieldwork Experience Grading System

The student’s Fieldwork Educator will utilize the Level II fieldwork evaluation that is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission of Education.

There are at total of forty-two items within the fieldwork evaluation. The fieldwork grade will be recorded in the Department of Occupational Therapy grading form as a Pass or Fail. In order to successfully pass Level II fieldwork experience the student must meet all three of the following criteria:

- achieve a minimum total score of 122 points
- must receive a 9 or above in Section I, getting a minimum of a 3 in each question, of the Level II Fieldwork Evaluation
- achieve a minimum total score of 113 in Section II thru Section VII

If the student receives a total score of 121 points or below, receives an 8 or below in Section I or < 3 in questions 1, 2, and 3), or receives a 112 total points in Sections II thru VII, that student did not successfully pass Level II fieldwork experience.

As noted earlier, at the midpoint the fieldwork educator reviews the fieldwork evaluation with the student to prevent any unexpected results. The student is given the opportunity to raise questions and clarify ways to improve performance, to comment on concerns, and to inform the fieldwork educator of special areas of need or interest. At the end of the experience, the fieldwork educator completes the final fieldwork evaluation.

The next few pages outline AOTA’s Fieldwork Performance Evaluation for the Occupational Therapy Student.
Fieldwork Performance Evaluation
For The Occupational Therapy Student

MS.MR.
NAME (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS (STREET OR PO BOX)

CITY STATE ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM: TO:

DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: NO PASS:

SUMMARY COMMENTS:
.ADDRESSES STUDENT'S CLINICAL COMPETENCE

SIGNATURES:
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDSIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDSIALS/POSITION
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy (1).

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards (2) and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results (3). In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Use this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student's potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

- There are 42 performance items.
- Every item must be scored, using the one-to-four-point rating scale (see below).
- The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
- Circle the number that corresponds to the description that best describes the student's performance.
- The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on his/her performance.
- Record midterm and final ratings on the Performance Rating Summary Sheet.
- Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE

Satisfactory Performance .................. 90 and above
Unsatisfactory Performance .............. 89 and below

OVERALL FINAL SCORE

Pass .............................................. 122 points and above
No Pass ........................................ 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 — Meets standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 — Needs improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 — Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association's Code of Ethics (4) and site's policies and procedures including when relevant, those related to human subject research.
   Midterm \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4
   Final \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
   Midterm \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4
   Final \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4

3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
   Midterm \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4
   Final \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4

Comments on strengths and areas for improvement:
   - Midterm
   - Final

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
   Midterm \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4
   Final \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4

5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
   Midterm \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4
   Final \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.
   Midterm \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4
   Final \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4

7. Collaborates with client, family, and significant others throughout the occupational therapy process.
   Midterm \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4
   Final \(\square\) 1 \(\square\) 2 \(\square\) 3 \(\square\) 4

Comments on strengths and areas for improvement:
   - Midterm
   - Final
RATING SCALE FOR STUDENT PERFORMANCE

4 — Exceeds standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

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III. EVALUATION AND SCREENING:

8. Articulates a clear and logical rationale for the evaluation process.
   Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
   Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

9. Selects relevant screening and assessment methods while considering such factors as client’s priorities, context(s), theories, and evidence-based practice.
   Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
   Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

10. Determines client’s occupational profile and performance through appropriate assessment methods.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

11. Assesses client factors and context(s) that support or hinder occupational performance.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

14. Adjusts/modifies the assessment procedures based on client’s needs, behaviors, and culture.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

15. Interprets evaluation results to determine client’s occupational performance strengths and challenges.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client’s priorities, context(s), theories, and evidence-based practice.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

17. Documents the results of the evaluation process that demonstrates objective measurement of client’s occupational performance.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments on strengths and areas for improvement:

• Midterm

• Final

IV. INTERVENTION:

18. Articulates a clear and logical rationale for the intervention process.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4

19. Use evidence from published research and relevant resources to make informed intervention decisions.
    Midterm ☐ 1 ☐ 2 ☐ 3 ☐ 4
    Final ☐ 1 ☐ 2 ☐ 3 ☐ 4
20. **Chooses occupations** that motivate and challenge clients.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

21. **Selects relevant occupations** to facilitate clients meeting established goals.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

22. **Implements intervention plans that are client centered.**
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

23. **Implements intervention plans that are occupation based.**
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

24. **Modifies task approach, occupations, and the environment to maximize client performance.**
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

25. **Updates, modifies, or terminates the intervention plan** based upon careful monitoring of the client’s status.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

26. **Documents client’s response** to services in a manner that demonstrates the efficacy of interventions.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

**Comments on strengths and areas for improvement:**
- Midterm
- Final

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V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. **Demonstrates through practice or discussion the ability to assign** appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

28. **Demonstrates through practice or discussion the ability to actively collaborate** with the occupational therapy assistant.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

29. **Demonstrates understanding of the costs and funding related to occupational therapy services** at this site.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

30. **Accomplishes organizational goals** by establishing priorities, developing strategies, and meeting deadlines.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

31. **Produces the volume of work** required within the expected time frame.
   - Midterm: [ ] 1 [ ] 2 [ ] 3 [ ] 4
   - Final: [ ] 1 [ ] 2 [ ] 3 [ ] 4

**Comments on strengths and areas for improvement:**
- Midterm
- Final

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VI. COMMUNICATION:

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.

Midterm □ □ □ □
Final □ □ □ □

33. Produces clear and accurate documentation according to site requirements.

Midterm □ □ □ □
Final □ □ □ □

34. All written communication is legible and uses proper spelling, punctuation, and grammar.

Midterm □ □ □ □
Final □ □ □ □

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.

Midterm □ □ □ □
Final □ □ □ □

Comments on strengths and areas for improvement:

• Midterm
• Final

VII. PROFESSIONAL BEHAVIORS:

36. Collaborates with supervisor(s) to maximize the learning experience.

Midterm □ □ □ □
Final □ □ □ □

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.

Midterm □ □ □ □
Final □ □ □ □

38. Responds constructively to feedback.

Midterm □ □ □ □
Final □ □ □ □

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.

Midterm □ □ □ □
Final □ □ □ □

40. Demonstrates effective time management.

Midterm □ □ □ □
Final □ □ □ □

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.

Midterm □ □ □ □
Final □ □ □ □

42. Demonstrates respect for diversity factors of others including but not limited to socio cultural, socioeconomic, spiritual, and lifestyle choices.

Midterm □ □ □ □
Final □ □ □ □

Comments on strengths and areas for improvement:

• Midterm
• Final
## PERFORMANCE RATING SUMMARY SHEET

<table>
<thead>
<tr>
<th>Performance Items</th>
<th>Midterm Ratings</th>
<th>Final Ratings</th>
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<tbody>
<tr>
<td><strong>I. FUNDAMENTALS OF PRACTICE</strong></td>
<td></td>
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<tr>
<td>1. Adheres to ethics</td>
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<td><strong>II. BASIC TENETS OF OCCUPATIONAL THERAPY</strong></td>
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<td>4. Articulates values and beliefs</td>
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<td>5. Articulates value of occupation</td>
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<td>6. Communicates role of occupational therapist</td>
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<td>7. Collaborates with clients</td>
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<td><strong>III. EVALUATION AND SCREENING</strong></td>
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<td>11. Assesses client and contextual factors</td>
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<td>15. Interprets evaluation results</td>
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<td>16. Establishes accurate plan</td>
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<td>17. Documents results of evaluation</td>
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<td><strong>IV. INTERVENTION</strong></td>
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### TOTAL SCORE

**MIDTERM:**
- Satisfactory Performance .......... 90 and above
- Unsatisfactory Performance .......... 89 and below

**FINAL:**
- Pass ........................................ 122 points and above
- No Pass .................................... 121 points and below
REFERENCES


GLOSSARY

Client Factors: Those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures
- body functions (a client factor, including physical, cognitive, psychosocial aspects)—"the physiological function of body systems (including psychological functions)" (WHO, 2001, p.10)
- body structures—"anatomical parts of the body such as organs, limbs and their components [that support body function]" (WHO, 2001, p.10)


Collaborate: To work together with a mutual sharing of thoughts and ideas (ACOTE Glossary).

Competency: Adequate skills and abilities to practice as an entry level occupational therapist or occupational therapy assistant.

Context: Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639) (5).


Evidence-based Practice: "conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research" (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p.2) (from the Mary Law article “Evidence-Based Practice: What Can It Mean for ME?”—found online at www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture: occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy (Townsend, Ed., 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181).

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment and occupation over a person's lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community (Townsend, Ed., 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181).


Spiritual: (a context)—the fundamental orientation of a person's life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639) (5).

Theory: "an organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with the major concepts related to occupational endeavor: person, environment, health, and occupation" (Neistadt and Crepeau, Eds. Willard & Spackman's Occupational Therapy, 9th edition, 1998, p.521).