

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 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;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.

NOTE: The *Student Evaluation of Fieldwork Experience* form is to be completed by students PRIOR TO the final evaluation meeting with the Fieldwork Educator at the end of each Level II fieldwork experience. Failure to complete this evaluation will result in a grade of INCOMPLETE.

Students are REQUIRED to retain a copy of this completed evaluation for each Level II fieldwork experience as you may need to forward it to the Academic Fieldwork Coordinator in the event that the original is either lost in the mail or not sent by the Fieldwork Educator.

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)



Instructions to the Student:

Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork educator(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student's evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork facility: _____

Address: _____

City, State, & Zip Code _____

Placement Dates: from _____ to _____

Order of FW Placement: [] First [] Second

Living accommodations: *(include type, cost, location, condition)*

Public transportation available in the area:

Please provide your permanent e-mail address here if you don't mind future students contacting you to inquire about your experience at this site:

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

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

Indicate your view of the facility's orientation process by *checking* "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

TOPIC	Adequate		Organized		Timely		NA
	S	I	S	I	S	I	
1. Site-specific fieldwork objectives							
2. Student supervision process							
3. Requirements/assignments for students							
4. Student schedule (daily/weekly/monthly)							
5. Staff introductions							
6. Overview of physical facilities							
7. Agency/Department mission							
8. Overview of organizational structure							
9. Services provided by the agency							
10. Agency/Department policies and procedures							
11. Role of other team members							
12. Documentation procedures							
13. Safety and emergency procedures							
14. Confidentiality/HIPAA							
15. OSHA—Standard precautions							
16. Community resources for service recipients							
17. OT Department models of practice							
18. Role of occupational therapy services							
19. Methods for evaluating OT services							
20. Other							

Comments or suggestions regarding your orientation to this fieldwork placement:

CASELOAD

List approximate number of each age category in your caseload.

Age	Number
0–3 years old	
3–5 years old	
6–12 years old	
13–21 years old	
22–65 years old	
> 65 years old	

List approximate number of each primary condition/problem/diagnosis in your caseload

Condition/Problem/Diagnosis	Number

OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did and indicate their value to your learning experience by *circling* the appropriate number, with #1 being least valuable and #5 being the most valuable.

	REQUIRED		HOW MANY?	EDUCATIONAL VALUE				
	Yes	No		1	2	3	4	5
1. Client screenings				1	2	3	4	5
2. Client evaluations (specify types)				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
				1	2	3	4	5
3. Written treatment/care plans				1	2	3	4	5
4. Discharge summaries				1	2	3	4	5

List major therapeutic interventions frequently used and indicate whether they were provided individually, in a group, during co-treatment, or through consultation. List other disciplines involved if applicable.

Therapeutic Interventions	Individual	Group	Co-Tx	Consultation
Occupation-based intervention, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within an appropriate context, emphasizing client-centered practice)				
1.				
2.				
3.				
4.				
Purposeful activity (therapeutic context leading to occupation)				
1.				
2.				
3.				
4.				

Preparatory methods/interventions used, i.e., sensory, physical agent modalities, splinting, exercise, etc. (preparation for occupation-based activity)				
1.				
2.				
3.				
4.				

THEORIES, FRAMES OF REFERENCE, & MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used by placing a ✓ in the appropriate box

	Never	Rarely	Occasionally	Frequently
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 Models of Intervention				
Cognitive Disability Frame of Reference				
Motor Learning Frame of Reference				
Other (specify)				

FIELDWORK ASSIGNMENTS

List the types of assignments required during this placement (✓ all that apply), & indicate their educational value (1 = not valuable → 5 = very valuable) by circling the appropriate # below

Case study applying the OT Practice Framework	1	2	3	4	5	N/A
Evidence-based practice presentation	1	2	3	4	5	N/A
<i>Topic:</i>						
Revision of site-specific fieldwork objectives	1	2	3	4	5	N/A
Program development	1	2	3	4	5	N/A
<i>Topic:</i>						
In-service/presentation	1	2	3	4	5	N/A
<i>Topic:</i>						
Research	1	2	3	4	5	N/A
<i>Topic:</i>						
Other (please specify)	1	2	3	4	5	

ASPECTS OF THE FIELDWORK ENVIRONMENT

1 = Rarely
2 = Occasionally
3 = Frequently
4 = Consistently

	1	2	3	4
Staff and administration demonstrated cultural sensitivity				
The OT Practice Framework was integrated into practice				
Student work area/supplies/equipment were adequate				
Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides				
Opportunities to network with other professionals				
Opportunities to interact with other OT students				
Opportunities to interact with students from other disciplines				
Staff used a team approach to care				
Opportunities to observe role modeling of therapeutic relationships				
Opportunities to expand knowledge of community resources				
Opportunities to participate in research				
Additional educational opportunities (<i>specify</i>):				
How would you describe the pace of this setting? (<i>circle one</i>)	Slow	Med	Fast	
Type(s) of documentation used in this setting:				
Ending student caseload expectation: # of clients per week or day:				
Ending student productivity expectation: % per day (<i>direct care</i>):				

SUPERVISION

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

- one supervisor : one student
 one supervisor : group of students
 two supervisors : one student
 one supervisor : two students
 distant supervision (primarily off-site)
 three or more supervisors : one student (count person as supervisor if supervision occurred at least weekly)

List Fieldwork Educators who provided **direct** supervision during this fieldwork experience (DO NOT list individuals from other disciplines with whom you interacted or observed)

	Name	Credentials	Frequency	Individual	Group
1.					
2.					
3.					
4.					
5.					

ACADEMIC PREPARATION

Rate the **adequacy** and **relevance** of your academic coursework relative to the needs of **THIS** fieldwork placement by *circling* the appropriate number.

COURSES	Adequacy for Placement					Relevance for Placement					
	Low					High		Low		High	
Human Anatomy & Surface Anatomy	1	2	3	4	5	1	2	3	4	5	
Neurosciences	1	2	3	4	5	1	2	3	4	5	
Pathophysiology	1	2	3	4	5	1	2	3	4	5	
Musculoskeletal Conditions 1 & 2 Lecture & Lab	1	2	3	4	5	1	2	3	4	5	
Geriatrics	1	2	3	4	5	1	2	3	4	5	
Pediatrics 1 & 2 Lecture & Lab	1	2	3	4	5	1	2	3	4	5	
Psychosocial 1 & 2	1	2	3	4	5	1	2	3	4	5	
Neurologic Conditions 1 & 2 Lecture & Lab	1	2	3	4	5	1	2	3	4	5	
Intro to Occupational Science & OT	1	2	3	4	5	1	2	3	4	5	
Intro to EBP & Research Course series	1	2	3	4	5	1	2	3	4	5	
Professional Issues in OT	1	2	3	4	5	1	2	3	4	5	
Clinical Correlates: Level I Fieldwork Experiences	1	2	3	4	5	1	2	3	4	5	
Delivery & Management of OT	1	2	3	4	5	1	2	3	4	5	
Theoretical Foundations of OT	1	2	3	4	5	1	2	3	4	5	
ELECTIVES											
UE Clinical Anatomy	1	2	3	4	5	1	2	3	4	5	
Instructional Processes	1	2	3	4	5	1	2	3	4	5	
Community-Based Experiences	1	2	3	4	5	1	2	3	4	5	
Others (Specify)	1	2	3	4	5	1	2	3	4	5	

What were the **strongest aspects** of the academic program for preparing you for **THIS** Level II fieldwork experience? Indicate your top 5 by placing a ✓ in the appropriate boxes.

<input type="checkbox"/> Anatomy (Human/Surface)	<input type="checkbox"/> Pediatrics 1 & 2	<input type="checkbox"/> Professional Issues	<input type="checkbox"/> Community-based experiences
<input type="checkbox"/> Neurosciences	<input type="checkbox"/> Psychosocial 1 & 2	<input type="checkbox"/> Level 1 Fieldwork	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Pathophysiology	<input type="checkbox"/> Neuro Conditions 1 & 2	<input type="checkbox"/> Delivery & Mgmt of OT	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Musculo Conditions 1 & 2	<input type="checkbox"/> Intro to Occ Sci & OT	<input type="checkbox"/> Theoretical Foundations	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Geriatrics	<input type="checkbox"/> EBP & Research Courses	<input type="checkbox"/> UE Clinical Anatomy	<input type="checkbox"/> Other (specify)

What changes would you recommend in your academic program relative to the needs of **THIS** Level II fieldwork experience?

SUMMARY

1 = Strongly disagree 2 = Disagree 3 = No opinion 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					
Experiences matched student's expectations					

What particular qualities or personal performance skills do you feel that a student should have to function successfully during this fieldwork placement?

What advice do you have for future students who wish to prepare for fieldwork at this specific site?

- Study the following evaluations:

- Study the following intervention methods:

- Review the following content/subject matter/materials in advance to better prepare for this fieldwork experience:

Overall, what changes would you recommend to **THIS** Level II fieldwork experience?

Please feel free to add further constructive comments, descriptions, or information relevant to your fieldwork experience at **THIS** facility.

Indicate the number that is descriptive of each Fieldwork Educator who provided direct supervision during this fieldwork experience. Please make a copy of this page for each Fieldwork Educator (if applicable).

1 = Strongly Disagree
 2 = Disagree
 3 = No opinion
 4 = Agree
 5 = Strongly agree

FIELDWORK EDUCATOR

NAME: _____

FIELDWORK EDUCATOR'S YEARS OF EXPERIENCE: _____

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 a 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					

Indicate the **frequency & types** of meetings with supervisor(s) and whether or not these were beneficial:

General comments on supervision: _____
