



# UNIVERSITY OF MANITOBA

Occupational Therapy Department  
School of Medical Rehabilitation

## Fieldwork Evaluation Guide

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# 1. INTRODUCTION TO THE FIELDWORK PROGRAM AT THE U OF MANITOBA

## U of Manitoba MOT Program

Students in the University of Manitoba MOT program participate in four fieldwork placements as indicated below:

### MOT Year 1:

Academic Courses	Basic Fwk.	Academic Courses	Intermediate Fieldwork I
Aug–Nov (12 wks)	Nov–Dec (4 wks)	Jan – April (16 weeks)	May–June (8 weeks)

### MOT Year 2:

Academic Courses	Intermediate Fieldwork II	Academic Courses	Advanced Fieldwork
Aug–Dec (16 weeks)	Jan–Feb (8 weeks)	March – June (16 weeks)	July–Sept (6 wks)

## Model of Student Professional Development

The U of Manitoba Department of OT model is based upon initial work done by Dr. Emily Etcheverry and Dr. Margaret Tompson (1994), by the work of Stritter, Baker & Shahady, (1986), and the supervision continuum outlined initially by Anderson (1988) and further described by Sullivan & Bossers (1998). The model continues to evolve and develop through input from students, faculty and the OT professional community.

One major premise of the model is that students are expected to be developing into competent, reflective practitioners. Thus they are expected to be self-evaluative and self-directed during fieldwork experiences, with consideration for the fieldwork context and their own abilities. This is facilitated through student self-evaluation and the setting of learning objectives. (See page 14 & 15 for further information).

Another key component of the model is that it is integrated with academic course work. In the MOT program, material covered in the academic component preceding the fieldwork component provides a focus for the fieldwork experience. In turn, the fieldwork experience provides substance for the following academic component.

Occupational therapy student development can be conceptualized as occurring in three major stages/levels along a continuum of professional development<sup>1</sup>. These stages are fluid and students may move forward or backward at different rates as they encounter new practice environments (e.g. neonatal unit) and progress through their fieldwork experiences (Anderson, 1988; Stritter, Baker & Shahady, 1986). Some stages take longer to progress through than others. Most notably the "Aquisition" stage is often the longest; hence placements at this stage are also longer (i.e. 8 weeks). This provides students with additional time to consolidate their professional reasoning abilities and to form a strong foundation of competence before progressing to the next placement. Anderson (1988) notes that time and experience are factors in determining the student's progression along this continuum and that students may require different supervision styles at the same time depending on their experience and expertise with a given learning task. However, in general it is expected that as student's progress along the continuum and integrate skills from previous placements, fieldwork educators will be able to gradually decrease the amount of direct supervision that is provided.

<sup>1</sup> Portions of this section have been adapted from: Sullivan, T. & Bossers, A. (1998). Occupational Therapy Fieldwork Levels. *National* 15(3), p. 7-9.

## Level of Student Involvement and Degree of Supervision

### **Stage/Level 1 (*Exposure*)- Basic Fieldwork placement**

The emphasis during this level of placement should be placed on exploring the role of an OT and the development of **interaction skills** with clients, family members, fieldwork educator(s), and other health care personnel. Students should attempt to apply their current academic knowledge base to actual practice. At this stage of development supervision should be consistent and always readily available. Students require direct, concrete and frequent feedback along with opportunities to observe and practise the professional behaviours and skills required for practice as an occupational therapist. These may include: assessment and intervention techniques used in a particular fieldwork setting; communication with family members or other health care personnel, and clinical/professional reasoning specific to client centred occupational therapy practice. Students should be encouraged to be active learners by becoming involved as much as possible in all fieldwork site activities.

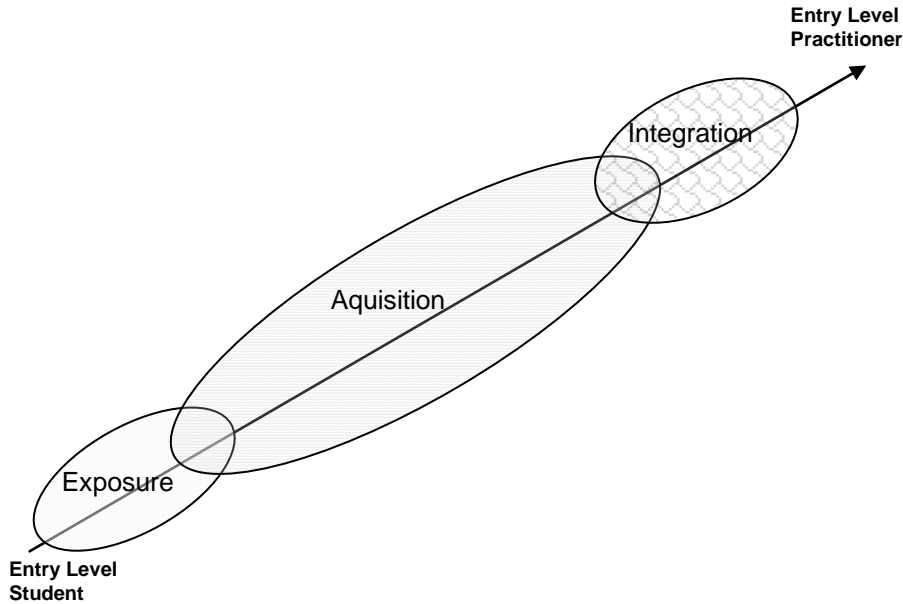
### **Stage/Level 2 (*Acquisition*) - Intermediate Fieldwork I & II**

The emphasis during this level of placement should be on actual **practice and experience** in professional problem-solving, assessment and intervention. Students should begin to share and assume responsibility for all components of client-centred practice such as a referral analysis, assessment, planning, implementation of intervention programs, discharge planning and follow-up. Students should be encouraged to try and develop their own ideas and insights regarding their clients. They should be able to engage in discussion of several solutions to occupational performance problems and begin to make decisions about the most viable course of action. Students should be encouraged to engage in self-analysis and reflection and to share and integrate previous learning experiences into their practice.

### **Stage/Level 3 (*Integration*) - Advanced Fieldwork**

The emphasis during this level of placement should be on increasing student's **independence in application of the occupational therapy process** and final preparation of the student for assuming the role of a competent entry-level occupational therapist. Students should be encouraged to assume as much independence as possible in professional reasoning and in linking academic theory to practice. Students may still require some guidance and direction, but should take responsibility for application of all components of client-centred practice such as referral analysis, assessment, planning, implementation of intervention programs, discharge planning and follow-up (as appropriate). At this stage of fieldwork, students should be encouraged to seek new challenges, to strengthen peer relationships and to develop independent professional identity and accountability.

The charts and diagram on the following pages illustrate the progression of students through the academic and fieldwork program.



Stage/Level & Name	1. Exposure	2. Acquisition	3. Integration
U of M's name for the Placement	Basic Fieldwork	Intermediate Fieldwork I Intermediate Fieldwork II	Advanced Fieldwork
Purpose	<ol style="list-style-type: none"> <li>1. Recognize, reflect-on and apply knowledge acquired in academic coursework in a workplace environment.</li> <li>2. Become familiar with the role(s) of an occupational therapist,</li> <li>3. Engage in professional activities and learn about the realities of professional practice.</li> <li>4. Take an active role in working with clients</li> <li>5. Develop and practice interaction, assessment, intervention and professional reasoning skills,</li> </ol> <p>Receive and respond to constructive feedback.</p>	<ol style="list-style-type: none"> <li>1. Develop professional knowledge, skills and attitudes,</li> <li>2. Develop professional reasoning and problem-solving skills,</li> <li>3. Develop and integrate independent work skills (e.g. time management, setting priorities),</li> <li>4. Plan, implement and evaluate all aspects of a client's program,</li> <li>5. Integrate constructive feedback into performance, and</li> <li>6. Integrate previous academic and fieldwork experiences with current experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Further develop, refine and increase independence in professional reasoning and problem-solving.</li> <li>2. Further develop professional knowledge, skills, attitudes and behaviours,</li> <li>3. Increase independence in working with clients.</li> <li>4. Integrate previous academic and fieldwork experiences with current experiences.</li> <li>5. Further develop and apply skills of critical thinking and reflection within a fieldwork setting.</li> <li>6. Prepare to enter professional practice.</li> </ol>

Stage/Level	1. Exposure	2. Acquisition	3. Integration
<b>Primary Focus of Placement</b>	Development of Interaction Skills	As much practice and experience as possible	Independence in occupational therapy process
<b>Primary Role played by the therapist &amp; style of supervision</b>	Educator using direct active supervision	Coach using collaborative approach to supervision	Mentor using consultative approach to supervision
<b>Recommended Strategies for Fieldwork Educators</b>	<ul style="list-style-type: none"> <li>▪ articulate performance expectations and objectives clearly</li> <li>▪ provide direct, concrete and frequent feedback</li> <li>▪ emphasize learning and applying current knowledge base to practice</li> <li>▪ model/demonstrate professional behaviours and skills</li> <li>▪ provide specific versus generalized skills instruction</li> <li>▪ allow "hands-on" with direct supervision,</li> <li>▪ prompt with appropriate questions</li> <li>▪ direct student to additional readings resources and observations</li> <li>▪ tell "client stories".</li> </ul>	<ul style="list-style-type: none"> <li>▪ have student identify occupational performance goals</li> <li>▪ prompt with appropriate questions</li> <li>▪ encourage a search for alternatives and options and engage in discussion of viable solutions</li> <li>▪ lead student to see that not all solutions are equally good</li> <li>▪ provide 2-3 alternative suggestions- allow student to form own opinions and choose course of action</li> <li>▪ provide gentle guidance</li> <li>▪ facilitate student self-analysis,</li> <li>▪ increase challenges in routine situations</li> <li>▪ provide positive reinforcement for creativity when possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ allow the student to work independently as much as possible</li> <li>▪ encourage the student to be self-directed and to demonstrate initiative</li> <li>▪ encourage student to identify and pursue professional learning needs</li> <li>▪ encourage student self-analysis</li> <li>▪ emphasize student long-term development and contribution to the profession</li> <li>▪ work "collegially" with the student</li> <li>▪ articulate professional reasoning</li> <li>▪ share "client stories",</li> <li>▪ provide unique experiences</li> <li>▪ provide access to people and information,</li> <li>▪ relinquish control.</li> </ul>

## 2. THE UNIVERSITY OF MANITOBA EVALUATION FORM

### Development of the U of Manitoba Fieldwork Performance Evaluation Form

The U of M evaluation form was initially developed by Dr. Emily Etcheverry (former Academic Fieldwork Coordinator) in the late 1980's via focus groups held with the occupational therapy community in Manitoba. A variety of stakeholders provided input into the development of the items on the form including clinicians, faculty and students. The form has been found to have good face validity.

The form has been subject to ongoing minor revisions and two major revisions (1998 & 2003). During the revisions made in 2003, the form was modified based on feedback from therapists, students and faculty and comparison to recently published documents<sup>2</sup>. In particular the Occupational Performance Process Model (OPPM) described by Fearing & Clark (1997) has provided a structure for organizing Section 2 of the evaluation form (i.e. Occupational Therapy Practice Process). The U of Manitoba recognizes that there are other models of practise in use, and there is no intent to ignore those models and/or to favour the OPPM. Rather it is hoped that by organizing the form in this way we will ensure a consistent link between our academic program, which uses the OPPM as a framework, and student competency in a wide variety of practise areas.

### Reader's Guide to the Evaluation Form

The U of M Evaluation Form is divided in the following manner:

#### Face Sheet:

The face sheet contains information about the student, and the specific placement. It can be considered comparable to the 'front page' of a written exam. It is very important that this page is completed thoroughly and that the coding information about the placement is accurate and reflects the actual fieldwork experience of the student.

#### Quick Guide to the Evaluation Process:

This page provides a brief one-page overview of the Evaluation Form and can be used for quick reference.

#### **Section 1: Professionalism**

- Part A: Interpersonal Skills
- Part B: Communication
- Part C: Professional Attitudes and Behaviours

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<sup>2</sup> Enabling Occupation, OT Profile Second Edition, Association of Canadian Occupational Therapy Regulatory Organizations [ACOTRO] competencies, Individuals in Context, etc.)

## Section 2: Occupational Therapy Practice Process

- Part A: Name, Validate and Prioritize Occupational Performance Issues
- Part B: Select Theoretical Approaches, Identify Performance Components and Environmental Conditions
- Part C: Identify Strengths and Resources, Negotiate Targeted Outcomes and Develop Action Plans
- Part D: Implement Plans and Evaluate Occupational Performance Outcomes

Each part has the following sub-sections:

- Rating scale -provides criteria for evaluating student performance
- Learning Objectives: Generalized objectives applicable to a variety of field sites
- Comments: Space for written qualitative feedback and elaboration of the reasons/rationale for the scores provided.

### Midterm & Final Comments and Signatures:

On these pages fieldwork educators are requested to summarize their feedback at the midterm and final points of the placement and provide recommendations for future development of the student. Because the fieldwork evaluation form is considered to be a course evaluation, it is also essential that the final copies of the midterm and final evaluations are completed in ink and signed and dated by the student and fieldwork educators.

### Coding Sheet:

The U of M seeks to assign 'codes' to describe each student fieldwork experience as a means of tracking field experiences profiles for individual students and to allow analysis of the entire fieldwork program. On this page you are asked to circle, highlight or ✓ beside the applicable codes. More than one code can be used to describe a placement. Codes selected should reflect the actual experience obtained by the student during this specific placement.

### Feedback Sheet

On this page you are welcome to provide feedback on any topic to the Occupational Therapy Department.

## Acquisition and completion of the U of M Evaluation Form

A 'hard copy' of the MOT Student Fieldwork Performance Evaluation Form is mailed to each fieldwork educator approximately 4-6 weeks prior to the commencement of the placement. Students are provided with their 'hard copy' (for self-evaluation) prior to completion of the academic term. Information about the University of Manitoba program can also be accessed from the Department of Occupational Therapy webpage at: [http://www.umanitoba.ca/medrehab/ot/fieldwork\\_hub.html](http://www.umanitoba.ca/medrehab/ot/fieldwork_hub.html). OT students also have access to all fieldwork documents via the Angel Fieldwork course. The Fieldwork Site Handbook is also available on our website and includes all forms.

It is generally preferable if the original evaluation form is scored initially in pencil, and after discussion with the student, the final scores are completed in ink (black or dark blue for photocopying purposes).

Alternatively additional comments can be attached after discussion with the student.

The MOT Student Fieldwork Performance Evaluation is a course evaluation and as such is a confidential document and should be handled in the following manner:

Upon completion of the placement, the student may request a copy of the fieldwork evaluation from the fieldwork educator. A copy may be provided if budget allows. If the fieldwork site is unable to provide a copy of the evaluation, the student may request a copy from the Academic Fieldwork Coordinator up to 2 years post-graduation.

**To ensure confidentiality of the evaluation process, please ensure that you delete any electronic files that pertain to the evaluation once the placement has been completed. It is recommended that the fieldwork site not retain any hard copies of the evaluation form. It is the student's decision and responsibility to provide a copy of the fieldwork evaluation to a potential reference. It is recommended that permission to copy the evaluation be obtained in writing from the student, if it is required for reference purposes.**

Immediately following completion of the placement, the 4 original documents

- MOT Student Fieldwork **Performance** Evaluation Form completed by **therapist**
- MOT Student Fieldwork **Self-Evaluation** Form & **Learning Log** completed by **student** (orange form)
- Student Fieldwork **Experience** Evaluation Form (yellow form)
- Fieldwork Outcome Form completed by **therapist**

should be placed in a confidential envelope and mailed to

Academic Fieldwork Coordinator  
 Department of Occupational Therapy  
 School of Medical Rehabilitation  
 R106 – 771 McDermot Avenue  
 Winnipeg, MB R3E 0T6

It is essential that forms are returned as soon as possible so that grades can be assigned.

### 3. Evaluation Process

#### Quick Guide to the Evaluation Process

On this page you will find a "quick guide" to the evaluation process. If you are not familiar with the U of M form and evaluation process, please read the *Comprehensive Guide to the Evaluation Process* starting on page 12 of this "**Fieldwork Evaluation Guide**".

#### A. Prior to the Fieldwork placement

<b>Fieldwork Educator needs to:</b>	<b>Student needs to:</b>
Review the U of M Fieldwork Site Handbook	Review placement description form
Review "description form" specific to the level of the placement (included in package from university)	Write an introductory letter and develop a minimum of two "draft" site specific learning objectives
Review comprehensive guide to U of M Evaluation Form	Update resume
Set up student orientation program	Ensure that letter & resume arrive at field site no less than 4 weeks prior to beginning of placement

#### B. First week of placement

<b>Fieldwork Educator needs to:</b>	<b>Student needs to:</b>
✓objectives that will be evaluated at mid-term	Discuss selected objectives with educator
Finalize any additional site-specific objectives/ work plan for student activities	Plan for the placement
Provide feedback	Incorporate feedback into performance
Incorporate feedback into plan for placement if possible	Provide feedback to fieldwork educator
Determine timeline for achievement of objectives	Discuss expectations and plan for the placement with the educator.

Continued on next page.....

## C. At or By the Midterm Evaluation

Fieldwork Educator needs to:	Student needs to:
Call the Academic Fieldwork Coordinator if there are any concerns about student performance and/or if the student receives any "2's"	Call the Academic Fieldwork Coordinator if there are any scores of '2' on the evaluation
Complete evaluation	Complete self-evaluation (orange form) and discuss with fieldwork educator
Discuss evaluation with student	Complete student evaluation of fieldwork placement (yellow) and discuss with fieldwork educator
Provide feedback to student	Incorporate feedback into performance
Incorporate feedback into plan for placement if possible	Provide feedback to fieldwork educator
✓objectives that will be evaluated at final	Discuss selected objectives with educator
Devise timeline for achievement of objectives	Discuss expectations and plan for the placement with the educator.
Call the Academic Fieldwork Coordinator if there are any concerns about student performance	Call the Academic Fieldwork Coordinator if there are any scores of '2' on the evaluation

## D. During the Final week

Fieldwork Educator needs to:	Student needs to:
Complete evaluation scoring	Complete self-evaluation (orange form) and discuss with fieldwork educator, leave form with educator
Discuss evaluation with student	Complete student evaluation of fieldwork placement and discuss with fieldwork educator, Leave form with educator.
Provide feedback to student	Incorporate feedback into future performance
Following the evaluation fax Fieldwork Outcome Form to Academic Fieldwork Coordinator at (204)789-3927	
Incorporate feedback into planning for future students if possible	Provide feedback to fieldwork educator

## E. Post-Placement

Fieldwork Educator needs to:	Student needs to:
Send evaluation form, student self-evaluation and student evaluation of fieldwork placement form to university	Reflect-on placement and consider future professional development
Provide feedback to the university	Provide feedback to the university

If you have any questions, *please do not hesitate to contact the Academic Fieldwork Coordinator* at (204) 789-3992 or [campbe02@cc.umanitoba.ca](mailto:campbe02@cc.umanitoba.ca).

## Comprehensive Guide to the Evaluation Process

### Feedback:

Regular feedback is an essential aspect of student development. Try to provide the student with feedback about his/her performance for short periods of time on a daily basis or at minimum once/week throughout the placement. This will allow the student to attempt to improve his/her performance and integrate your feedback into his/her behaviour. Students should be informed about their performance as they progress through the placement so that midterm and/or final feedback does not come as a surprise. Students should also be encouraged to self-reflect on their own performance.

### Placement Timeline:

In this next part, the description of the evaluation process is broken down into significant time periods during the placement

- Prior to the beginning of the placement,
- First week
- Midterm Evaluation
- Final Evaluation
- Post-Placement

Within each of these time periods, the primary responsibilities of the fieldwork educator and student are detailed.

### Prior to Beginning of Placement:

#### **Fieldwork Educator:**

Review the U of Manitoba Fieldwork Site Handbook, the 'description form' specific to the level of placement (included with this package) and the Fieldwork Performance Evaluation Form to ensure that you are familiar with the level of expectation and the evaluation process for the upcoming placement.

If you have any questions, please do not hesitate to contact the Academic Fieldwork Coordinator at (204) 789-3992 or [campbe02@cc.umanitoba.ca](mailto:campbe02@cc.umanitoba.ca).

#### **Student:**

Review the Fieldwork Site Profile (FS-PRO)/Fieldwork Placement Description Form that pertains to your upcoming placement. Please note that this information is often quickly outdated, so it should be viewed as a *general overview* of the type of experience that will be provided at the site. Develop a minimum of three learning needs for the upcoming placement (these can be modified and finalized as necessary once you are on-site at the placement). Write your cover letter (with learning needs included) and update your resume. The Academic Fieldwork Coordinator will advise you of a date by which this information needs to be handed-in to the Fieldwork Secretary. If you adhere to the deadline dates for handing this information into the Fieldwork Secretary, then your cover letter and resume will be mailed to the fieldwork site with the rest of the material from the University. If you miss the deadline then you are responsible for sending the cover letter & resume yourself (please see Fieldwork Policies # 2). Please refer to the 'description form' specific to the level of placement (provided in class and/or via Fieldwork WebCT course) for further details about performance expectations. It is also recommended that you check-out the Fieldwork Preparation links via the Fieldwork WebCT course.

If you have any questions, please *do not hesitate to contact the Academic Fieldwork Coordinator at (204) 789-3992 or [campbe02@cc.umanitoba.ca](mailto:campbe02@cc.umanitoba.ca)*.

## Week 1

### Fieldwork Educator:

**Selection of Objectives:** During the first week of the placement, please sit down with the student and indicate which objectives will be rated at the Midterm evaluation by placing an "✓" next to the objective in the Midterm(M) column on the left hand side of the form. There are a number of possible learning objectives outlined on this form; however, not all objectives are appropriate for each fieldwork site due to the breadth and scope of occupational therapy practice. Please ✓(i.e. select) only those objectives that are pertinent to your setting (i.e. objectives for which you are able to observe and evaluate student performance). It is preferable that the student receives quality feedback on a few selected objectives; rather than be scored on numerous objectives for which there has not been the opportunity to fully observe the student's performance. See example below:

Place a ✓ next to objectives that will be rated

Rating  
Please circle your rating

M	F	Learning Objectives In the situations observed the student has consistently	Midterm	Final
✓		1. Demonstrated ability to convey empathy and respect for client(s).	1 2 3 4 5 OB	1 2 3 4 5 OB
✓		2. Identified how the therapeutic relationship or approach taken is affected by the client's needs (physical, mental, sociocultural and spiritual).	1 2 3 4 5 OB	1 2 3 4 5 OB
✓		3. Demonstrated ability to relate to clients on an individual basis.	1 2 3 4 5 OB	1 2 3 4 5 OB
		4. Demonstrated ability to relate to clients in a group situation.	1 2 3 4 5 OB	1 2 3 4 5 OB
		5. Demonstrated ability to gain active participation of a group of clients or other personnel.	1 2 3 4 5 OB	1 2 3 4 5 OB
		6. Utilized interactions with clients to further therapeutic goals (e.g. use of humour, confrontation etc.)	1 2 3 4 5 OB	1 2 3 4 5 OB
		7. Demonstrated ability to relate to clients when carrying out two or more client interventions at one time (or parallel group situation).	1 2 3 4 5 OB	1 2 3 4 5 OB
✓		8. Demonstrated ability to work with client's family and/or significant others.	1 2 3 4 5 OB	1 2 3 4 5 OB
✓		9. Demonstrated ability to establish effective working relationships (e.g. with fieldwork educator{s}, other staff & resource personnel).	1 2 3 4 5 OB	1 2 3 4 5 OB

**Work Plan for the Placement:** Students should be encouraged to be self-directed and to develop an overall work plan for the placement. Students will require advice and suggestions as to how to achieve their learning objectives in your setting in a timely manner. For some students this may mean breaking down learning objectives into a 'daily or weekly' work plan, while others may prefer a different strategy/approach. A learning contract may be one tool you use with your student to facilitate achieving objectives in fieldwork. Further information on developing and implementing learning contracts can be found within the Fieldwork Site Handbook provided yearly to your institution. You may already have developed weekly (or perhaps final) objectives for your planned student program. If so, please share this with the student and attach a copy to this form. It is not necessary to re-write this information in the work plan on pages 6-7 of the form. Students should be encouraged to integrate these objectives into their overall time management and planning for the placement. Please share with the student your strategies for keeping yourself organized within your setting.

**Student:**

**Selection of Objectives:** During the first week of the placement, arrange a time to sit down with your fieldwork educator and discuss which objectives will be rated at the Midterm evaluation. There are a number of possible learning objectives outlined on the evaluation form; however, not all objectives are appropriate for each fieldwork site due to the breadth and scope of occupational therapy practice. Your fieldwork educator will ✓(i.e. select) only those objectives that are pertinent to your fieldwork setting (i.e. objectives for which s/he is able to observe and evaluate your performance) and that s/he anticipates s/he will be able to score at the Midterm Evaluation. So you can monitor and reflect on your own progress you are to ✓(i.e. select) the corresponding objectives on your MOT student fieldwork self-evaluation form and learning log (Orange Form)

See example above under Fieldwork Educator: *Selection of Objectives*.

**Work Plan for the Placement:** As an emerging professional, you should attempt to be self-directed and to develop time management strategies during your placements. Different settings will require different strategies in order to achieve your learning objectives. At some sites the fieldwork educator(s) may provide you with weekly (or final) objectives for your placement. If so, you should clarify any questions or concerns and attempt to integrate these objectives into your overall time management and planning for the placement. Seek advice and suggestions from your fieldwork educator(s) as to how to achieve your learning objectives in your setting in a timely manner. Some of you may want to break down your learning objectives into a 'daily or weekly' plan, while others may prefer a different strategy/approach. The work plan on pages 6 & 7 of the evaluation form can be used for this purpose. In some settings therapists may support you using a learning contract to develop a plan to meet the placement objectives. Take your cues from your fieldwork educator - s/he is your best resource as to how to be efficient and effective in that specific fieldwork setting.

**Verbal Feedback:** Try to reflect on your own performance throughout the placement and initiate discussion with your fieldwork educator about your performance. Your fieldwork educator(s) will also provide you with ongoing feedback about your performance throughout the placement. You are also expected to provide your fieldwork educator(s) with feedback about how the placement is progressing from your perspective and any suggestions that you might have for improvement.

**Midterm****Fieldwork Educator:**

**Rating Performance:** Students should be evaluated against expectations for a student at their level of academic and fieldwork experience. Please refer to the description form for each level of fieldwork placement (also called the block description form) included in the package of information you received from the University. The midterm evaluation should be graded according to your expectations for student performance at the mid-point of the placement. Evaluate each of the ✓<sup>ed</sup> objectives for each sub-section on this form by circling the appropriate number using the following rating scale:

- 1 performance is unsatisfactory, does not meet expectations
- 2 performance needs improvement to meet expectations (i.e. concerns exist)
- 3 performance meets expectations
- 4 performance exceeds expectations
- 5 performance is exceptional
- OB observation only

Rate the student according to experiences that were available in your setting. The student should not be downgraded on the basis of limited available experience. For example, if you have ✓<sup>ed</sup> an objective (or the

student has written an additional learning objective) and subsequently there has not been an opportunity for the student to engage in this type of practice, write "N/A" or "not available" next to the objective. If you have initially ✓<sup>ed</sup> an objective hoping that the student will have an opportunity to participate in this type of practice and subsequently the student has only been able to observe this practice, then circle "OB". It is not necessary to circle "OB" to indicate and/or record all of the observation experiences the student has had during the placement. This is particularly relevant to the Basic placement time period when students are just commencing practice and may be doing a lot of observation.

The fieldwork educator's role is to identify either that student performance meets expectations (ratings of 3, 4, or 5) or that student performance does not meet expectations (ratings of 1 or 2) at midterm related to each of the objectives selected. Objectives rated as "OB" (observation only) or "N/A" are not factored into the scoring of the evaluation.

***If the student receives a grade of "2" for any objectives at the Midterm evaluation, please call the Academic Fieldwork Co-ordinator (AFC) at 204-789-3992 as soon as possible and preferably by no later than the date of the midterm evaluation.*** The AFC will assist you and the student in negotiating and documenting a specific action plan for the student to address identified issues.

Indicate to the student which objectives will be rated at the Final evaluation by placing a "✓" next to the objectives in the Final (F) column on the left hand side of the form. Final objectives might include those identified during the first week, plus any additional objectives for the second half of the placement (if applicable). See example below:

Place a ✓ next to objectives that will be rated

Rating  
Please circle your rating

M	F	Learning Objectives In the situations observed the student has consistently	Midterm	Final
✓	✓	1. Demonstrated ability to convey empathy and respect for client(s).	1 2 3 4 5 OB	1 2 3 4 5 OB
✓	✓	2. Identified how the therapeutic relationship or approach taken is affected by the client's needs (physical, mental, sociocultural and spiritual).	1 2 3 4 5 OB	1 2 3 4 5 OB
✓	✓	3. Demonstrated ability to relate to clients on an individual basis.	1 2 3 4 5 OB	1 2 3 4 5 OB
		4. Demonstrated ability to relate to clients in a group situation.	1 2 3 4 5 OB	1 2 3 4 5 OB
		5. Demonstrated ability to gain active participation of a group of clients or other personnel.	1 2 3 4 5 OB	1 2 3 4 5 OB
	✓	6. Utilized interactions with clients to further therapeutic goals (e.g. use of humour, confrontation etc.)	1 2 3 4 5 OB	1 2 3 4 5 OB
	✓	7. Demonstrated ability to relate to clients when carrying out two or more client interventions at one time (or parallel group situation).	1 2 3 4 5 OB	1 2 3 4 5 OB
✓		8. Demonstrated ability to work with client's family and/or significant others.	1 2 3 4 5 OB	1 2 3 4 5 OB
✓	✓	9. Demonstrated ability to establish effective working relationships (e.g. with fieldwork educator{s}, other staff & resource personnel).	1 2 3 4 5 OB	1 2 3 4 5 OB

**Comments:** Space is provided on this form for Midterm and Final comments in each section of the form.

Please use comments to provide feedback to the student about:

- Specific instances in which performance expectations have or have not been met.
- Strengths and areas for improvement.
- Specific ways in which performance can be improved.

**Signature:** Please ensure that you sign and date the evaluation.

**Student Self-Evaluation:** Students have been provided with a copy of the MOT student fieldwork self-evaluation form and learning log form (orange form). They are required to confirm with you the objectives that you will be evaluating at midterm (i.e. the ones that were ✓ed on the form), discuss your performance expectations and to complete a self-evaluation prior to the midterm evaluation. It is recommended that during discussion of the midterm, the student be asked to share his/her self-evaluation first, and then the evaluation by the fieldwork educator be shared with the student. Another recommended strategy is to exchange evaluation forms with the student at the beginning of (or prior to) the midterm discussion, and for each of you to read the respective evaluations. If there are any areas of discrepancy these should be discussed and specific behavioural examples provided. If there is any disagreement that cannot be resolved, please contact the Academic Fieldwork Coordinator for assistance. It is recommended that you complete your initial rating of the student's performance in pencil, so that you can clarify/modify scoring based on discussion with the student if necessary.

**Student Evaluation of Fieldwork Experience (i.e. yellow form):** Students have been provided with a Student Evaluation of Fieldwork Experience form (i.e. yellow form). Students are required to complete a written evaluation of the placement at midterm, and to share their comments & feedback with their fieldwork educator(s).

**Student:**

**Student Self-Evaluation:** You have been provided with a copy of the MOT student fieldwork self-evaluation form and learning log form (orange form) in class and/or you can download a copy from the Fieldwork WebCT course. You are required to confirm objectives that will be evaluated, confirm performance expectations and to complete a self-evaluation prior to the midterm evaluation. When you are 'rating' yourself, try to think of specific examples of your behaviour that support the grade you have assigned to yourself and write these on the form. It is recommended that during discussion of the midterm, you share your self-evaluation first, and then the evaluation by the fieldwork educator is shared with you. An alternative strategy is to exchange evaluation forms with your fieldwork educator at the beginning of the midterm discussion, and for each of you to read the respective evaluations. If there are any areas of discrepancy these should be discussed and specific behavioural examples provided. It is anticipated that mutual agreement will be reached, but if there is any disagreement that cannot be resolved, please contact the Academic Fieldwork Coordinator for assistance.

**If you receive a grade of "2" for any objectives at the Midterm evaluation, please call the Academic Fieldwork Co-ordinator (AFC) at 204-789-3992 as soon as possible and preferably on the date of the midterm evaluation.** The AFC will assist you and your fieldwork educator(s) in negotiating and documenting a specific action plan for you to address identified issues.

Discuss with your fieldwork educator(s) which objectives will be rated at the Final evaluation (see Fieldwork Educator: Rating Student Performance section above). Final objectives might include those identified during the first week, plus any additional objectives for the second half of the placement (if applicable). Again, be sure to record these objectives on your of the MOT student fieldwork self-evaluation form and learning log (orange) form for reference as you proceed through the last half of the placement.

**Signature:** Please ensure that you sign and date the final copy of the Evaluation (i.e. the copy held by your fieldwork educator).

***Student Comments Re: Midterm Evaluation:*** If you wish to comment on any of the feedback you have received, or write about what you would like to achieve in the second half of the placement, you are welcome to write in this section, however it is optional.

***Student Evaluation of Fieldwork Experience (i.e. yellow form):*** You have been provided with a Student Evaluation of Fieldwork Experience form (i.e. yellow form) and or you can download one from the Fieldwork WebCT course. You are required to complete a written evaluation of the placement at midterm, and to share your comments & feedback with your fieldwork educator(s).

## **Final:**

### **Fieldwork Educator:**

***Rating Performance:*** As per midterm, with the exception that the student should be graded according to your expectations for student performance at the **final** point of the placement. Evaluate each of the <sup>ved</sup> objectives for each Section and part of the form.

In general, an average rating of three (3) at final evaluation is required in each part in order to pass the placement. If a student receives a score of "2" on any objectives at the final evaluation, it is possible that s/he may not pass the placement. The fieldwork educator's responsibility is to objectively evaluate the performance that is observed in their setting. Pass/fail ratings will be determined by calculating final scores in each category of objectives. It is the responsibility of the O.T. Department Academic Fieldwork Coordinator to calculate final scores and the responsibility of the O.T. Department Evaluation Committee to determine whether a student passes or fails the placement.

***Comments:*** As per Midterm. If possible, it is also of benefit to the student if you can assist him/her in identifying areas for future professional development.

***Signature:*** Please ensure that you sign and date the evaluation.

***Fieldwork Outcome Form*** – following completion and discussion of the Fieldwork evaluation please fax a completed (Fieldwork Outcome Form) to the Academic Fieldwork Coordinator at (204)789-3927.

***Student Self-Evaluation:*** As per Midterm.

***Student Evaluation of Fieldwork Experience (i.e. yellow form):*** As per Midterm.

### **Student:**

***Student Self-Evaluation:*** (MOT student fieldwork self-evaluation form and learning log form (orange)). As per Midterm. Please give this completed form to your educator so it can be mailed back to the Academic Fieldwork Coordinator.

***Signature:*** As per Midterm.

***Student Comments Re: Final Evaluation:*** If you wish to comment on any of the feedback you have received, or write about what you have learned and/or would like to achieve in your next placement, you are welcome to write in this section, however it is optional.

***Student Evaluation of Fieldwork Experience (i.e. yellow form):*** As per Midterm. Please give your completed "yellow form" to your fieldwork educator so that it can be mailed back to the Academic Fieldwork Coordinator.

***Coding:*** On page 27, please circle or ✓ beside the codes that reflect the actual experience you obtained during this specific placement. You may want to discuss this with your fieldwork educator. More than one code can be used to describe a placement. Upon completion, please transpose these codes onto the front page of the evaluation form.

### Post- placement:

#### **Fieldwork Educator:**

Immediately following completion of the placement, please mail the **4** original documents

- MOT Student Fieldwork **Performance** Evaluation Form completed by **therapist**
- MOT student Fieldwork **self-evaluation** form and **learning log** form (orange form) completed by student
- Student Evaluation of Fieldwork **Experience** Form (yellow form)
- Fieldwork Outcome Form completed by **therapist**

in a confidential envelope to

Academic Fieldwork Coordinator  
Department of Occupational Therapy  
School of Medical Rehabilitation  
R106 - 771 McDermot Avenue  
Winnipeg, MB R3E 0T6

It is essential that forms are returned as soon as possible so that grades can be assigned.

#### **Student:**

It is recommended that you request a copy of the final form from your fieldwork educator. Availability of photocopies may vary from site to site depending on budget constraints. If you are unable to obtain a copy at your field site, you may request a copy of this evaluation from the Academic Fieldwork Coordinator at any time, up to two years post-graduation.

Your self-evaluation form will be available for pick up from the fieldwork office following review.

## Glossary of Terms used in the U of M Evaluation Process

*Author's Note: We are attempting to develop a list of defined terms related to this evaluation. If there is anything that you would like to have included and defined in this section please let us know! Your ideas and comments may be written on the last page of the Evaluation Form.*

**Client(s):** An individual, group, agency, organization, etc. receiving occupational therapy services.

**Coach:** An educational role that can be used throughout the fieldwork process, but is most effective during the second stage of fieldwork. The fieldwork educator asks questions, observes, listens, provides feedback and shares experience and knowledge in a non-judgemental manner.

**Educator:** An educational role that is used throughout the fieldwork process with a primary emphasis on the early stages of fieldwork. The fieldwork educator teaches and directs the student in occupational therapy practice.

**Fieldwork Educator(s):** An individual(s) who educates, evaluates and supervises a student(s) while the student(s) is on placement. This term is synonymous with 'supervising therapist', "clinical instructor" or "preceptor".

**Learning Contract:** A learning contract is a written document that is developed by the student in conjunction with his/her fieldwork educator. The contract is based on the performance objectives developed by the University program and the fieldwork site but allows the student to individualize his/her learning program by:

- 1) identifying his/her learning objectives
- 2) identifying resources for achieving the objectives
- 3) identifying a time line for achieving the objectives
- 4) providing evidence that the objectives have been met
- 5) stating how the evidence will be validated.

**Model of Practice:** "Our occupational therapy toolbox is separated into two main sections: tools to help us understand occupation and tools to help us change or remediate occupation. The former offers us ways to think, and the latter offers us ways to act. We typically call these two main categories of theory **conceptual models** and **models of practice**. Conceptual models help us to think about occupation, and models of practice help us act therapeutically to change occupation" (McColl, p.46 in Fearing & Clark, 2000).

**Occupation:** "Groups of activities & tasks of everyday life, named, organized, and given value and meaning by individuals and a culture. Occupations can be classified into 3 general areas: self-care, productivity and leisure" (CAOT, 1997, p. 181).

**Occupational Performance (OP)** "The ability to choose, organize, and satisfactorily perform meaningful occupations" (Fearing & Clark, 2000 p. 56).

**Occupational Performance Components:** "The elements which contribute to occupational performance in self-care, leisure and productivity. These elements include mental, physical, sociocultural and spiritual" (Profile of OT Practice, p. 12).

**Occupational Performance Issue (OPI):** An OPI is an actual or potential issue (or problem) in the person's (or organization's) ability to choose, organize, and satisfactorily perform meaningful occupations (Fearing & Clark, 2000, p. page 184).

**Occupational Performance Process Model (OPPM).** A 7-stage model representing the various parts of the occupational therapy process developed by Fearing, Law & Clark (1997).

**Occupational Profile:** "Analysis and documentation of a client's strengths, limitations, environmental supports and barriers which influence engagement in specific occupations" (CAOT, 2002, p. 13).

**Performance Components:** Affective, cognitive or physical performance by an individual (CAOT, 1997, p. 180).

**Professional/Clinical Reasoning:** "The thinking that guides practice" (Rogers, 1983).

**Sponsor:** An educational role that is used primarily in the final stage of fieldwork in which the fieldwork educator functions primarily as a consultant to the student. The fieldwork educator should encourage the student to try and prepare for entry to practice by reasoning through professional issues as independently as possible, and using the fieldwork educator as an experienced 'consultant' to his/her practice.

**Student:** An individual enrolled in an entry-level occupational therapy program.

**Theory:** "Describes an image or provides an explanation of why or how a phenomenon can be controlled".

There are a variety of terms in the OT literature related to the term theory, most are used to describe level of development, complexity or focus e.g. Formal theory; Professional Model; Frame of Reference, Conceptual Models, Models of Practice (Crepeau, & Schell, p. 204 in Crepeau, Cohn & Schell, 2003).

**Work Plan:** An organizational tool that specifies what tasks and activities will be accomplished by the student over a specific period of time. Workplans can take many forms and are often specific to the individual field setting. For example, a work plan may be a list of objectives that should be accomplished on a weekly or monthly basis, while in other settings expectations and dates for the entire placement may be indicated. Some students may choose to incorporate these objectives into a learning contract. Work plans are also called action plans in some settings.

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