

# STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

## PURPOSE

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

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

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

## STUDENT INSTRUCTIONS

1. Complete the SEFWE before your final meeting with your fieldwork educator(s).
2. Email the completed form to your fieldwork educator prior to reviewing your final fieldwork performance evaluation (FWPE).
3. Review and sign the SEFWE with your fieldwork educator at the same time that you review and sign your FWPE.

## FIELDWORK EDUCATOR (FWEd) INSTRUCTIONS

1. To preserve objectivity in completing the Fieldwork Performance Evaluation (FWPE), we strongly recommend that Fieldwork Educators do not review the SEFWE until they have complete all scoring in the student's FWPE.
2. Review the SEFWE with the student after the final Fieldwork Performance Evaluation (FWPE) has been reviewed and signed. Only one Fieldwork Educator needs to sign the SEFWE.
3. Using the instructions in the placement packet email you received from TU, return both the FWPE and SEFWE promptly upon completion of the placement.

# STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE

Fieldwork Site: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Type of Fieldwork: \_\_\_\_\_

Placement Dates: from \_\_\_\_\_ to \_\_\_\_\_

Order of Placement: [ ] First [ ] Second [ ] Third [ ] Fourth

Student work schedule:

Hours required: \_\_\_\_\_ per week

Weekends required  Evenings required

Flex/Alternate Schedules Describe:

Identify Access to Public Transportation:

Please write your e-mail address here if you don't mind future students contacting you to ask you about your experience at this site: \_\_\_\_\_

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

Experience report on \_\_\_\_\_  
(date)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
FW Educator's Signature

\_\_\_\_\_  
Student's Name (Please Print)

\_\_\_\_\_  
FW Educator's Name and credentials (Please Print)

FW Educator's years of experience \_\_\_\_\_

**ORIENTATION—WEEK 1**

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

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

**CLIENT PROFILE**

Check age groups worked with

List most commonly seen occupational performance issues in this setting

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

Occupational Performance Issues

Describe the typical population:

## OCCUPATIONAL THERAPY PROCESS

### I. EVALUATION

List assessment tools used	Observed	Performed

### II. INTERVENTION

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

Types of Intervention	Individual	Group	Co-Tx	Consultation
Occupations: client-directed life activities that match/support/address identified goals				
Activities: meaningful to client, address performance skills and patterns to facilitate occupational engagement				
Preparatory methods: modalities, devices and techniques. These are provided to the client, no active engagement				
Preparatory tasks: actions that target specific client factors or performance skills. Requires client engagement				

Education: provides knowledge & enhances understanding about occupation, health and well-being to client to develop helpful behaviors, habits, routines				
Training: develops concrete skills for specific goal attainment. Targets client performance				
Advocacy: promotes occupational justice and empowers clients				

Identify theory(ies) that guided intervention: .

### III. OUTCOMES

Identify the types of outcomes measured as a result of OT intervention provided:

Type of outcome	yes	no	Provide example
Occupational Performance			
Prevention			
Health & Wellness			
Quality of Life			
Participation			
Role competence			
Well-being			
Occupational Justice			

\*\*OTPF-III terminology

### ASPECTS OF THE ENVIRONMENT

	Yes	No
The current Practice Framework was integrated into practice		
Evidence-based practice was integrated into OT intervention		
There were opportunities for OT/OTA collaboration		
There were opportunities to collaborate with other professionals		

There were opportunities to assist in the supervision of others— specify:		
There were opportunities to interact with other students		
There were opportunities to expand knowledge of community resources		
Student work area/supplies/equipment were adequate		

Additional educational opportunities provided with comments (specify):

**DOCUMENTATION AND CASE LOAD**

Documentation Format:

- Narrative   
SOAP   
Checklist   
Other: \_\_\_\_\_  
Hand-written documentation   
Electronic

If electronic, name format & program: \_\_\_\_\_

Time frame & frequency of documentation: \_\_\_\_\_

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

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

**SUPERVISION**

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

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

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

General comments on supervision:

SUMMARY of FIELDWORK EXPERIENCE

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

Check One for Each Row

	1	2	3	4	5
Expectations of fieldwork experience were clearly defined					
Expectations were challenging but not overwhelming					
Experiences supported student's professional development					

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

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

Study the following evaluations:

Study the following intervention methods:

Read up on the following in advance:

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

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

Would you recommend this fieldwork site to other students?    Yes or    No

Why or why not?

## INSTRUCTIONS

Complete one ranking form for each fieldwork educator who provided supervision. Only use the number of forms you need; we have provided three copies for convenience but you may need as few as one. If you need more than three ranking forms, please contact the Academic Fieldwork Coordinator and we can send an amended copy.

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

FIELDWORK EDUCATOR NAME:

\_\_\_\_\_

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: \_\_\_\_\_

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

	1	2	3	4	5
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					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments:

**ONLY USE THIS FORM IF YOU HAD MORE THAN ONE FIELDWORK EDUCATOR**

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

FIELDWORK EDUCATOR #2 NAME: \_\_\_\_\_

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: \_\_\_\_\_

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

	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					
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Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments:

**ONLY USE THIS FORM IF YOU HAD MORE THAN TWO FIELDWORK EDUCATORS**

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

FIELDWORK EDUCATOR #3 NAME: \_\_\_\_\_

FIELDWORK EDUCATOR YEARS OF EXPERIENCE: \_\_\_\_\_

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

	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					
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Supervision changed as fieldwork progressed					
Provided a positive role model of professional behavior in practice					
Modeled and encouraged occupation-based practice					
Modeled and encouraged client-centered practice					
Modeled and encouraged evidence-based practice					
Modeled and encouraged interprofessional collaboration					
Modeled and encouraged intra-professional collaboration					

Comments:

## FIELDWORK FACULTY SUPERVISOR FEEDBACK

### INSTRUCTIONS

Complete this review in regards to the Towson University faculty member assigned to supervise your fieldwork experience.

TU Fieldwork Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Your OT Program:           MS                           BS/MS

- A. Did your assigned fieldwork faculty supervisor contact you at the mid-term of your fieldwork experience?  
          YES                   NO

If yes, was the contact helpful? (please describe how)

- B. Did your assigned fieldwork faculty supervisor visit your site during the placement?  
          YES                   NO

If yes, what value did you gain from the visit?(please describe how)

- C. Did you contact your fieldwork faculty supervisor during your fieldwork experience?  
          YES                   NO

If yes, please briefly state the reason(s) and overall outcome(s) of the contact:

- D. Did any other TU faculty serve as a resource for you during your fieldwork experience?  
          YES                   NO

If yes, please describe the nature of the contact:

- E. Was there mid-term contact between the fieldwork faculty supervisor and your on-site supervisor?  
          YES                   NO

- F. Was contact between TU and your placement site needed to resolve issues during your fieldwork experience?  
          YES                   NO