

Shenandoah University
Division of Occupational Therapy

STUDENT EVALUATION OF LEVEL I FIELDWORK

STUDENT'S NAME: _____

FACILITY NAME: _____

NAME and CREDENTIALS of SUPERVISOR: _____

SUPERVISOR'S YEARS of EXPERIENCE: _____ year(s)

LEVEL I 1ST ROTATION ____ LEVEL I 2ND ROTATION ____ (Please check one)

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

Please use the key above to rate the following:

SUPERVISION

| | |
|---|-----------|
| 1. This was a well planned FW I program. | 1 2 3 4 5 |
| 2. Supervisor provided adequate orientation. | 1 2 3 4 5 |
| 3. Supervisor effectively provided positive reinforcement. | 1 2 3 4 5 |
| 4. Supervisor effectively provided constructive feedback. | 1 2 3 4 5 |
| 5. Supervisor provided opportunities to review and discuss client/patient information. | 1 2 3 4 5 |
| 6. Supervisor provided opportunities to discuss the clinical reasoning behind the OT process. | 1 2 3 4 5 |

Please answer the following questions based on your experiences during this FW rotation.

1. What factors **facilitated** active student participation with actual clients/patients in your setting?

2. What factors **limited** active student participation with actual clients/patients in your setting?

3. I consider my fieldwork rotation overall to have been (Please circle one):

- Very Satisfactory
- Satisfactory
- Somewhat unsatisfactory
- Significantly unsatisfactory

4. My fieldwork experiences overall were (Please circle one):

- Definitely compatible* with the SUDOT curriculum
- Somewhat compatible with the SUDOT curriculum
- Somewhat incompatible with the SUDOT curriculum
- Definitely incompatible with the SUDOT curriculum

**Compatibility between fieldwork and curriculum implies that what was taught in your courses was reflected in your fieldwork activities.*

Please comment on your personal experiences during Fieldwork that you feel demonstrates compatibility or incompatibility between the practice at the Fieldwork site and what is being taught in the SUDOT curriculum (i.e. what did you see during your fieldwork rotations that reflected what you learned in your coursework)?

Please comment on recommendations you would make to increase compatibility between the academic coursework and your Fieldwork experience.

Please review the SUDOT Educational Goals below before answering question #5.

Division of Occupational Therapy Educational Goals

Occupational therapy graduates will demonstrate competence in executing the roles of a clinical scholar by

1. Applying the principles of ethics, advocacy, civic responsibility professional engagement, and leadership within the individual to global continuum.
2. Providing evidenced-based, occupation-based, client-centered services ranging from individualized evaluations and interventions to prevention, consultation, and education within systems.
3. Synthesizing knowledge through the analysis of diverse sources of evidence to create new meaning as applied to occupational therapy practice. (Fall, 2009)

5. After reviewing the SUDOT Educational Goals, I feel that I am making progress in achieving SUDOT's goals. (Please circle one)

- Definitely agree
- Somewhat agree
- Neither agree or disagree
- Somewhat disagree
- Definitely disagree

Other Comments:

FIELDWORK EXPERIENCES: In the following grid, place a rating (1-4) after each listed experience.

- 1 – Experience not applicable in this setting.
- 2 – Participation was mainly observation.
- 3 – Participation was primarily with FW supervisor, staff, or other students.
- 4 – Participation was primarily with actual patients/clients.

Please refer to the OTPF for examples of Areas of Occupation.

| | | | | | | |
|--------------------------------|---------------------------|--|--|--|--|--|
| Scholarship of Practice | | | Scholarship of Discovery | | | |
| | Evaluation of: | | | Use of critical thinking | | |
| | ADL's | | | Use of EBP | | |
| | IADL's | | | Use of Reflection | | |
| | Education | | | Engagement in research/data collection | | |
| | Work | | | Desire for life-long learning | | |
| | Social Participation | | | | | |
| | Leisure | | | | | |
| | Play | | | | | |
| | Interventions for: | | | | | |
| | ADL's | | | | | |
| | IADL's | | | | | |
| | Education | | Engagement in a Professional Organization | | | |
| | Work | | Participation in service organizations | | | |
| | Social Participation | | Engagement in volunteer work | | | |
| | Leisure | | Participation in "going the extra mile" for patient/client | | | |
| | Play | | | | | |
| | | | | Scholarship of Service | | |

Other comments:
