

**Touro University Nevada
Occupational Therapy**

Evaluator:	Belinda Garey - Fieldwork Educator	Subject:	Mia Beveridge - Level I
Activity:	OCCT 526A	Site:	Nevada Early Intervention Services
Evaluation Type:	Educator Evaluation of Level I Fieldwork - Student	Completion Date:	01/31/2013
Request Date:	01/26/2013		
Period:	OCCT 526A - Fall 2012	Dates of Activity:	01/14/2013 To 02/08/2013
Subject Participation Dates:	01/14/2013 To 02/08/2013		

Fieldwork Educator: (Question 1 of 7)

Belinda Garey OTR/L

Type of Fieldwork: (Specialty/Practice Area) (Question 2 of 7 - Mandatory)

Selection	Option
	1.1 In-Patient Acute
	1.2 In-Patient Rehab
	1.3 SNF/ Sub-Acute/ Acute Long-Term Care
	1.4 General Rehab Outpatient
	1.5 Outpatient Hands
	1.6 Pediatric Hospital/Unit
	1.7 Pediatric Hospital Outpatient
	1.8 In-Patient Psych
	2.1 Pediatric Community
	2.2 Behavioral Health Community
	2.3 Older Adult Community Living
	2.4 Older Adult Day Program
	2.5 Outpatient/hand private practice
	2.6 Adult Day Program for DD
	2.7 Home Health
	2.8 Pediatric Outpatient Clinic
X	3.1 Early Intervention
	3.2 School
	Other (see below)

Other (Question 3 of 7)

If Other was selected for Type of Fieldwork, please specify:

Indicate the student's level of performance using the scale provided

4 - Exceeds Standards:	Frequently carries out tasks and activities that surpass requirements. At times, performance is exceptional.
3 - Meets Standards:	Carries out required tasks and activities. This rating represents good, solid performance and is typically used more than all the other ratings.
2 - Below Standards:	Opportunities for improvement exist; however, student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.
1 - Well Below Standards:	Performance is weak in most required tasks and activities. Work is frequently unacceptable.

(Question 4 of 7 - Mandatory)

	Exceeds Standards	Meets Standards	Below Standards	Well Below Standards	N/A	Comments
	4	3	2	1		
Organization Consider ability to set priorities, be dependable, be organized, follow through with responsibilities	4.0	>> X <	2.0	1.0	0	
Engagement in the Fieldwork Experience Consider the student's apparent level of interest, level of active participation while on site; investment in individuals and treatment outcomes; seeks ways to improve self-performance; follows safety precautions	4.0	>> X <	2.0	1.0	0	Mia shows initiative to learn and participate by asking questions and participating in all activities.
Self-Directed Learning Consider ability to take responsibility for own learning; demonstrate motivation; aware of own strengths and areas for improvement	4.0	>> X <	2.0	1.0	0	
Reasoning/Problem Solving Consider ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process; demonstrates inquiry skills appropriate to the student's stage of education and training	4.0	>> X <	2.0	1.0	0	
Written Communication Consider grammar, spelling, legibility, successful completion of written assignments, documentation skills	4.0	>> X <	2.0	1.0	0	
Initiative Consider initiative, ability to seek and acquire information from a variety of sources	4.0	>> X <	2.0	1.0	0	
Observation Skills Consider ability to observe relevant behaviors for performance areas and performance components and to verbalize perceptions and observations	4.0	>> X <	2.0	1.0	0	
Verbal Communication and Interpersonal Skills Consider ability to interact appropriately with individuals (patients/clients/staff/ caregivers) such as eye contact, empathy, limit setting, respectfulness, use of authority; degree/quality of verbal interactions; use of body language and non-verbal communication; exhibits confidence	4.0	>> X <	2.0	1.0	0	
Professional and Personal Boundaries Consider ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues; adheres to AOTA Code of Ethics	4.0	>> X <	2.0	1.0	0	
Use of Professional Terminology Consider ability to respect confidentiality; appropriately apply professional terminology (Practice Framework) in written and oral communication	4.0	>> X <	2.0	1.0	0	
Attitude and Professional Appearance Consider ability to manage stressors in	4.0	>> X <	2.0	1.0	0	

constructive ways; demonstrates flexibility as required; follows program guidelines for dress and hygiene						
Time Management Skills Consider ability to be prompt, arrive on time, complete assignments on time	4.0	>> X <	2.0	1.0	0	Mia demonstrated good attitude and flexibility when schedules are changed last minute.
Participation in the Supervisory Process Consider ability to give, receive and respond to feedback; seek guidance when necessary; follow proper channels	4.0	>> X <	2.0	1.0	0	

Student Learning Objectives for This Fieldwork Experience:

(Question 5 of 7 - Mandatory)

	Date Completed	Student Learning Objectives
1.	1/17/13	Discuss ways to transfer clinic to home based intervention
2.	1/24/13	Observe assessment
3.	1/31/13	Develop 3 play based activities to increase social play with peers and siblings

Fieldwork Educator Comments: (Question 6 of 7)

Mia demonstrated good professional skills throughout her level I fieldwork at NEIS. She was motivated to learn and participate in all interventions. She demonstrated good initiative to assist during play group sessions.

We have both reviewed the Educator Evaluation of Student, Student Evaluation of Educator, and Student Evaluation of Facility. (Question 7 of 7 - Mandatory)

Selection	Option
X	Yes
	No

The purpose of a Level I Fieldwork experience is to provide an opportunity for exposure to occupational therapy intervention and programming or, in the cases where no OT services are currently being provided, exposure to potential growth areas for OT. We encourage as much "hands on" as possible and appropriate within each experience. It is expected that professional behaviors are upheld in all settings.

Thank you for your participation in our program and your assistance in the educational process of our occupational therapy students.

Please notify the Academic Clinical Coordinator immediately if this student is not performing to the facilities expectations for Level I Fieldwork.

Julie Honan
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(Adapted from Colorado State University Level I Student Performance Evaluation, Philadelphia Region Fieldwork Consortium, Washington University School of Medicine Program in Occupational Therapy)

