

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Note: Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time.

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 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 (C.1.1)
- Provide objective information to students who are selecting sites for future Level II fieldwork (C.1.12, C.1.13, C.1.14)

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.

Instructions:

- Complete the SEFWE before your final meeting with your fieldwork educator(s).
- Please use the **"save & resume later"** option before submitting the evaluation in order to review with your FWE.

General Information

Student Name *

First Name

Last Name

WMU Student Email *

Personal Student Email

Type of fieldwork *

Fieldwork Site Name *

Fieldwork Site Address *

Address Line 1

Address Line 2

City

State

ZIP Code

Placement Start Date *



Placement End Date *



Order of Placement *

☐ First ☐ Second ☐ Third ☐ Fourth

Work Schedule*

☐ Weekends required ☐ Evenings required ☐ Flex/Alternative schedules

☐ Other:

Can the site be accessed by public transportation?*

☐ Yes ☐ No

Is parking available at the site?*

☐ Yes ☐ No

Can future students contact you and ask you about your experience at this site?*

☐ Yes ☐ No

Save and Resume Later

Next

Progress



American
Occupational Therapy
Association



Patient Information

Age Groups you worked with *

☐ 0-5 years old ☐ 6-12 years old ☐ 13-21 years old ☐ 22-65 years old ☐ 65+ years old

Describe the typical patient population*

- ☐ In-Patient Acute
- ☐ In-Patient Rehab
- ☐ SNF/ Sub-Acute/ Acute Long- Term Care
- ☐ General Rehab Outpatient
- ☐ Outpatient Hands
- ☐ Pediatric Hospital/Unit
- ☐ Peds Hospital Outpatient
- ☐ In-Patient Psych
- ☐ Peds Community
- ☐ Behavioral Health Community
- ☐ Older Adult Community Living
- ☐ Older Adult Day Program
- ☐ Outpatient/hand private practice
- ☐ Adult Day Program for DD
- ☐ Home Health

☐ Peds Outpatient Clinic

☐ Early Intervention

☐ School

☐ Other:

Describe how you addressed the psychological and social factors of your clients during THIS Level II fieldwork placement

Save and Resume Later

Previous

Next

Progress



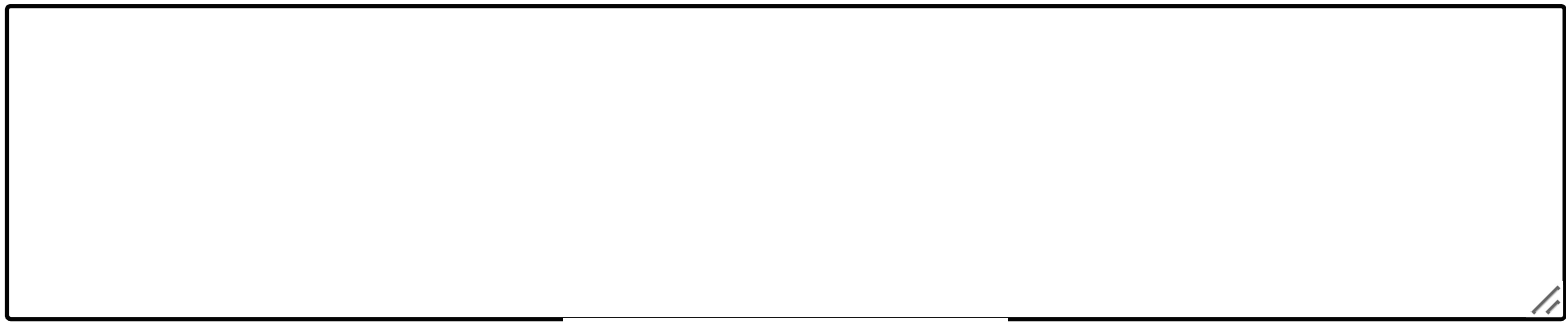
Orientation - Week 1

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

Orientation Topics*

	Yes	Needs Improvement
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	☐	☐

Comments for the Orientation



Save and Resume Later

Previous

Next

Progress

© 2022 American Occupational Therapy Association, Inc. All Rights Reserved

Occupational Therapy Process

I. Evaluation

Formal Assessment Tools Used*

- ☐ Allen Cognitive Level Screening
- ☐ Allen Diagnostic Module
- ☐ Ashworth Scale (Tone)
- ☐ Assessment of Motor & Perceptual Skills
- ☐ Beery Visual Motor Integration test
- ☐ Box and Block
- ☐ Bruininks-Oseretsky Test -2
- ☐ BTE
- ☐ Childrens Assessment of Participation & Enjoyment/Preference for Activities of Children
- ☐ Children's Occupational Self Assessment
- ☐ Canadian Occupational Performance Measure
- ☐ Cognistat
- ☐ Cognitive Assessment of Minnesota
- ☐ Coping Inventory
- ☐ Dynamometer
- ☐ Early Coping Inventory

- ☐ Functional Independence Measure
- ☐ Gardner DVPT: Motor/Non-Motor
- ☐ Goniometry
- ☐ Harter Self Perception Profile
- ☐ Hawaii Early Learning Profile
- ☐ Jebsen Hand Function Test
- ☐ Kitchen Task Assessment
- ☐ Kohlman Evaluation of Living Skills
- ☐ LOTCA
- ☐ Manual Muscle Testing
- ☐ Middlesex Elderly Assessment of Mental State
- ☐ Michigan
- ☐ Mini Mental State
- ☐ Motor-Free Visual Perception Test (MVPT-3)
- ☐ Moberg Pick Up Test
- ☐ Nine Hole Peg Test
- ☐ Occupational Performance History Interview
- ☐ Occupational Self Assessment
- ☐ Peabody Developmental Motor Scale
- ☐ Pediatric Evaluation of Disability (PEDI)
- ☐ Piers Harris Self Concept Scale
- ☐ Pinch Meter
- ☐ Routine Task Inventory
- ☐ School Function Assessment (SFA)
- ☐ Self-Assessment of Occupational Functioning
- ☐ Semmes-Weinstein Monofilament
- ☐ Sensory Profile

☐ Social Skills Rating System

☐ Volumeter

☐ WeeFIM

☐ Other:

Save and Resume Later

Previous

Next

Progress

© 2022 American Occupational Therapy Association, Inc. All Rights Reserved

Occupational Therapy Process

II. Intervention

Types of Intervention

Occupations: Broad and specific daily life events that are personalized and meaningful to client (AOTA, 2020, p. 59)*

☐ Individual ☐ Group ☐ Population

Activities: Components of occupations that are objective and separate from the client's engagement or contexts (AOTA, 2020, p. 59)*

☐ Individual ☐ Group ☐ Population

PAMS and Mechanical Modalities: Modalities, devices and techniques to prepare the client for occupational performance (AOTA, 2020, p. 59)*

☐ Individual ☐ Group ☐ Population

Orthotics & Prosthetics: Construction of devices to mobilize, immobilize, or support body structures to enhance participation in occupations (AOTA, 2020, p. 60)*

☐ Individual ☐ Group ☐ Population

Assistive technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology; application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupational (AOTA, 2020, p. 60)*

☐ Individual ☐ Group ☐ Population

Functional/Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60)*

☐ Individual ☐ Group ☐ Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)*

☐ Individual ☐ Group ☐ Population

Education: Imparting of knowledge and information about occupation, health, well-being, and participation too enable the client to acquire helpful behaviors, habits and routines (AOTA, 2020, p. 61) *

☐ Individual ☐ Group ☐ Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)*

☐ Individual ☐ Group ☐ Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)*

☐ Individual ☐ Group ☐ Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)*

☐ Individual ☐ Group ☐ Population

Functional groups, activity groups, task groups, social groups or other groups: Groups used in health care settings, within the community or within organization that allow clients to explore and develop skills for participation, including basic social interaction skills and tools for self-regulation, goal setting and positive choice making (AOTA, 2020, p. 62)*

☐ Individual ☐ Group ☐ Population

Telehealth: Use of technology to plan, implement, and evaluation occupational therapy intervention, education and consultations (AOTA, 2020, p. 62)*

☐ Individual ☐ Group ☐ Population

Save and Resume Later

Previous

Next

Progress



Occupational Therapy Process

II. Intervention

Approaches to Intervention

Assistance technology and environmental modifications: Assessment, selection, provision, and education and training in use of high and low tech assistance technology; application of universal design principles and recommendations for changes to the environment or activity to support the client's ability to engage in occupational (AOTA, 2020, p. 60)*

☐ Individual ☐ Group ☐ Population

Wheeled mobility: Products and technologies that facilitate a client's ability to maneuver through space (AOTA, 2020, p. 60) *

☐ Individual ☐ Group ☐ Population

Self-Regulation: Actions the client performs to target specific client factors or performance skills (AOTA, 2020, p. 60)*

☐ Individual ☐ Group ☐ Population

Education: Imparting of knowledge and information about occupation, health, well-being, and participation too enable the client to acquire helpful behaviors, habits and routines (AOTA, 2020, p. 61) *

☐ Individual ☐ Group ☐ Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)*

☐ Individual ☐ Group ☐ Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)*

☐ Individual ☐ Group ☐ Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62) *

☐ Individual ☐ Group ☐ Population

Training: Facilitation of the acquisition of concrete skills for meeting specific goal in a real-life, applied situation (AOTA, 2020, p. 61)*

☐ Individual ☐ Group ☐ Population

Advocacy: Advocacy efforts undertaken by the practitioner (AOTA, 2020, p. 61)*

☐ Individual ☐ Group ☐ Population

Self Advocacy: Advocacy efforts undertaken by the client with support by the practitioner (AOTA, 2020, p. 62)*

☐ Individual ☐ Group ☐ Population

What percentage of interventions were provided in the following formats: (**The total should be equal to 100%**)

Individual*

0

Group*

0

Co-treatment*

0

Consultation*

0

Total

0

Save and Resume Later

Previous

Next

Progress

© 2022 American Occupational Therapy Association, Inc. All Rights Reserved



Occupational Therapy Process

III. Outcomes

Identify the types of outcomes measured as a result of OT intervention provided (AOTA, 2020)

	Yes	No
Occupational Performance	☐	☐
Improvement	☐	☐
Enhancement	☐	☐
Prevention	☐	☐
Health & Wellness	☐	☐
Quality of Life	☐	☐
Participation	☐	☐
Role Competence	☐	☐
Well Being	☐	☐

Save and Resume Later

Previous

Next

Progress

© 2022 American Occupational Therapy Association, Inc. All Rights Reserved



Overall Evaluation

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	☐	☐
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 Format*

- ☐ Narrative ☐ SOAP ☐ Checklist
☐ Handwritten documentation ☐ Electronic
☐ Other:

Time Frame and Frequency of Documentation*

- ☐ Daily ☐ Weekly ☐ BiWeekly
☐ Other:

Caseload expectation at the end of the student experience*

of clients per week or day

Productivity expectation at the end of the student experience*

% per day (direct care)

Frequency of meetings with fieldwork educator*

- ☐ Daily
☐ Weekly
☐ Bi-Weekly
☐ Other:

What was the primary model of supervision used? *

- ☐ 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)

Supervisory methods to promote reflective practice *

- ☐ Journaling
- ☐ Processing verbally
- ☐ Student self assessment
- ☐ Written submission of intervention plans and rationale
- ☐ Other:

General comments on supervision *

Save and Resume Later

Previous

Next

Progress



Summary of Fieldwork Experience

Rate your expectations*

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Expectations of fieldwork experience were clearly defined	☐	☐	☐	☐	☐
Expectations were challenging but not overwhelming	☐	☐	☐	☐	☐
Experiences supported student's professional development	☐	☐	☐	☐	☐

Please identify the extent of opportunities that students will have to incorporate the following themes in occupational therapy practice during the fieldwork experience*

	No Opportunity	Limited Opportunities	Some Opportunities	Many Opportunities (with most clients)	Consistent Opportunities (for all clients)
Client-centered	☐	☐	☐	☐	☐

Practice					
Occupation-based Practice	☐	☐	☐	☐	☐
Evidence-based Practice	☐	☐	☐	☐	☐
Leadership & Advocacy	☐	☐	☐	☐	☐
Interprofessional Education	☐	☐	☐	☐	☐
Community Integration	☐	☐	☐	☐	☐

Please specify the themes that were not listed in the list above

What other disciplines of the student presence were at the site?

- ☐ PT
 ☐ PTA
 ☐ SLP
 ☐ Nursing
 ☐ Social work
 ☐ Medical
 ☐ PA
 ☐ MD
 ☐ DO
 ☐ Recreational therapy
- ☐ Athletic trainer
- ☐ Other:

If other OT/OTA student present, what level?

☐ OTA Associate ☐ OTA Baccalaureate ☐ OT Master ☐ OT Doctor

Do you feel you were adequately prepared for placement?*

☐ Yes ☐ No

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?

How likely will you recommend this fieldwork site to other students?*

0

0-Unlikely 10-Very Likely

Please specify the reasons for your recommendation*

Your fieldwork experience must be discussed with your supervisor before you submit this form*

☐ Yes, I have discussed my fieldwork experience with my supervisor

Date*

04	16	2024	
----	----	------	---

Students Signature *

[\[clear\]](#)

[Save and Resume Later](#)

[Previous](#)

[Submit Form](#)

Progress

© 2022 American Occupational Therapy Association, Inc. All Rights Reserved