



## LEVEL I FIELDWORK STUDENT LEARNING OUTCOMES

ACOTE states *the goal of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients. Level I fieldwork is integral to the program’s curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process (C.1.8). Qualified personnel supervise Level I fieldwork. Examples may include, but not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists (C.1.9).*

The Occupational Therapy program at FGCU adopted the following Level I FW Student Learning Outcomes / Behavioral Objectives with permission from Philadelphia Region OT FW Consortium. The student receives a copy of these student learning outcomes / behavioral objectives at the beginning of the occupational therapy program and are located in the Fieldwork Manual. These objectives are also made known to the student on Canvas and during the FW seminar, each semester (C.1.2). The student is formally evaluated by the FWE while on each of the three Level I FW using these agreed upon behavioral objectives (C.1.10).

<b>Student Learning Outcomes: The student will demonstrate:</b>
1. Time Management Skills: Be prompt, arrive on time, and complete assignments on time.
2. Organization: Set priorities, be dependable, be organized, follows through with responsibilities.
3. Engagement in the fieldwork experience: Demonstrate an apparent level of interest, level of active participation while on site; investment in clients and treatment outcomes.
4. Self-Directed Learning: Take responsibility for own learning; demonstrates motivation.
5. Reasoning/Problem solving: Use self-reflection, willingness to ask questions; ability to analyze, synthesize, and interpret information; understand the OT process.
6. Written Communication: Use proper grammar, spelling, legibility, for successful completion of written assignments and documentation skills.
7. Initiative: Demonstrate initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.
8. Observation skills: Display the ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.
9. Participation in the Supervisory Process: Give, receive, and respond to feedback; seek guidance when necessary; and follows proper channels.
10. Verbal communication and Interpersonal skills with patients/clients/staff/caregivers: Interact appropriately with clients, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and exhibiting confidence.
11. Professional and Personal Boundaries: Recognize and handle personal / professional frustrations; balance personal / professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; responsiveness to social cues.
12. Use of professional terminology: Respect confidentiality; appropriately apply professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.

Developed with permission from the Philadelphia Region Fieldwork Consortium.

## LEVEL I FIELDWORK EVALUATION GRADING SYSTEM

Indicate the student's level of performance using the scale below.

- 5 – Exceeds Standards:** Performance is highly skilled and self-initiated. Carries out tasks and activities consistently. Performance is the best expected from any student.
- 4 – Meets Standards:** 80% of the time carries out tasks and activities that meet expectations. This rating is used more frequently than others.
- 3 – Needs Improvement:** 70% of the time carries out required tasks and activities.
- 2 – Unsatisfactory:** Opportunities for improvement exist however student has not demonstrated adequate response to feedback.
- N/A** Did not observe this Professional Behavior and unable to provide a rating.

1. Time Management Skills		
Rating	Point System	Criteria
Exceeds Standards	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to be prompt, arrive on time, and complete assignments on time.
Meets Standards	4.0	70% of the time requires minimal supervision and encouragement to be prompt, arrive on time, and complete assignments on time.
Needs Improvement	3.0	80% of the time requires moderate supervision and encouragement to be prompt, arrive on time, and complete assignments on time.
Unsatisfactory	2.0	Requires continual encouragement to be prompt, arrive on time, and complete assignments on time.
N/A	(4.0)	Professional Behavior was not observed and unable to provide a rating.
2. Organization		
Rating	Point System	Criteria
Exceeds Standards	5.0	Performance is highly skilled and self-initiated. Consistently sets priorities, is dependable, organized, and follows through with responsibilities
Meets Standards	4.0	80% of the time sets priorities, is dependable, organized, and follows through with responsibilities
Needs Improvement	3.0	70 % on the time sets priorities, is dependable, organized, and follows through with responsibilities
Unsatisfactory	2.0	Does not set priorities, is not dependable, organized, and does not follow through with responsibilities
N/A	(4.0)	Professional Behavior was not observed and unable to provide a rating.
3. Engagement in the fieldwork experience		
Rating	Point System	Criteria
Exceeds Standards	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates apparent level of interest and level of active participation; and is always invested in the clients and treatment outcomes.
Meets Standards	4.0	80% of the time demonstrates a level of interest, a level of active participation, and an invested interested in the clients and treatment outcomes.
Needs Improvement	3.0	70% of the time demonstrates a level of interest, a level of active participation, and an invested interested in the clients and treatment outcomes.

<b>Unsatisfactory</b>	2.0	Does not demonstrates any level of interest, level of active participation, and is not invested in clients and treatment outcomes.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.
<b>4. Self-Directed Learning</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to take responsibility for own learning and demonstrate motivation.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to take responsibility for own learning and demonstrate motivation.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to take responsibility for own learning and demonstrate motivation.
<b>Unsatisfactory</b>	2.0	Does not demonstrates the ability to take responsibility for own learning and does no demonstrate motivation.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.
<b>5. Reasoning/Problem solving</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
<b>Meets Standards</b>	4.0	Frequently demonstrates the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
<b>Needs Improvement</b>	3.0	Occasionally demonstrates the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
<b>Unsatisfactory</b>	2.0	Does not demonstrates the ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.
<b>6. Written Communication</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to use proper grammar, spelling, legibility, successful completion of written assignments, documentation skills.
<b>Meets Standards</b>	4.0	80% of the time, demonstrates the ability to use proper grammar, spelling, legibility, successful completion of written assignments, documentation skills.
<b>Needs Improvement</b>	3.0	70% of the time, demonstrates the ability to use proper grammar, spelling, legibility, successful completion of written assignments, documentation skills.
<b>Unsatisfactory</b>	2.0	Does not demonstrates the ability to use proper grammar, spelling, legibility, successful completion of written assignments, documentation skills.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.

<b>7. Initiative</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently exhibits initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.
<b>Meets Standards</b>	4.0	80% of the time, exhibits initiative, ability to seek and acquire information from a variety of sources; demonstrates flexibility as needed.
<b>Needs Improvement</b>	3.0	70% of the time, exhibits initiative, ability to seek & acquire information from sources; demonstrates flexibility.
<b>Unsatisfactory</b>	2.0	Does not exhibit initiative, ability to seek and acquire information from a variety of sources; or demonstrate flexibility as needed.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.
<b>8. Observation skills</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.
<b>Meets Standards</b>	4.0	80 % of the time demonstrates the ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to observe relevant behaviors related to occupational performance and client factors, and to verbalize perceptions and observations.
<b>Unsatisfactory</b>	2.0	Does not demonstrate the ability to observe relevant behaviors related to occupational performance and client factors, and cannot verbalize perceptions and observations.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.
<b>9. Participation in the Supervisory Process</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently demonstrates the ability to give, receive, and respond to feedback; seeks guidance when necessary; follows proper channels.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to give, receive, and respond to feedback; seeks guidance when necessary; follows proper channels.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to give, receive, and respond to feedback; seek guidance when necessary; and follows proper channels
<b>Unsatisfactory</b>	2.0	Does not demonstrate the ability to give, receive, or respond to feedback; does not seek guidance when needed; and does not follow proper channels
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.

<b>10. Verbal communication and Interpersonal skills with clients/staff/caregivers</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Constantly demonstrates the ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and exhibits confidence.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and exhibit confidence.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and exhibit confidence.
<b>Unsatisfactory</b>	2.0	Does not demonstrate the ability to interact appropriately with individuals, such as eye contact, empathy, limit setting, respectfulness, use of authority; quality of verbal interactions; use of body language and non-verbal communication; and does not exhibit confidence.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.
<b>11. Professional and Personal Boundaries</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Constantly demonstrates ability to recognize and handle personal / professional frustrations; balance personal / professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; responsiveness to social cues.
<b>Meets Standards</b>	4.0	80% of the time demonstrates the ability to recognize and handle personal / professional frustrations; balance personal / professional obligations; handle responsibilities; work w/others cooperatively, considerately, and effectively; responsiveness to social cues.
<b>Needs Improvement</b>	3.0	70% of the time demonstrates the ability to recognize and handle personal / professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, and effectively; responsiveness to social cues.
<b>Unsatisfactory</b>	2.0	Does not demonstrates the ability to recognize or handle personal / professional frustrations; balance personal / professional obligations; handle responsibilities; work with others cooperatively, considerately, or effectively; unresponsive to social cues.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.

<b>12. Use of professional terminology</b>		
<b>Rating</b>	<b>Point System</b>	<b>Criteria</b>
<b>Exceeds Standards</b>	5.0	Performance is highly skilled and self-initiated. Consistently respects confidentiality; appropriately applies professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.
<b>Meets Standards</b>	4.0	80% of the time respects confidentiality; appropriately applies professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.
<b>Needs Improvement</b>	3.0	80% of the time respects confidentiality; appropriately applies professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.
<b>Unsatisfactory</b>	2.0	Does not respect confidentiality; appropriately applies professional terminology (i.e. the Occupational Therapy Practice Framework, acronyms, abbreviations) in written and oral communication.
<b>N/A</b>	(4.0)	Professional Behavior was not observed and unable to provide a rating.

**Level I Fieldwork Evaluation Grading Scale:**

<b>Grade</b>	<b>Required Points</b>	<b>Criteria for Required Points/Letter grade</b>
Exceeds Standards	54 - 60	Performance is highly skilled and self-initiated. Carries out tasks and activities consistently. Performance is the best expected from any student.
Meets Standards	48 - 53	80% of the time carries out tasks and activities that meet expectations. This rating is used more frequently than others.
Needs Improvement	42 - 47	70% of the time carries out required tasks and activities.
Unsatisfactory	≤ 41	Opportunities for improvement exist however student has not demonstrated adequate response to feedback.