

Canadian OTA and/or PTA Student Fieldwork Evaluation Form

Please complete the following chart and include it as the title page to your evaluation.

Student's Name:	
Placement Level	<input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input type="checkbox"/> Internship 1 <input type="checkbox"/> Internship 2
Clinical Supervisor's Name	
Clinical Supervisor's Designation:	
Name of Facility	
Discipline Focused on During Placement:	<input type="checkbox"/> OTA <input type="checkbox"/> PTA <input type="checkbox"/> OTA & PTA Ratio OTA:PTA ____%: ____%
Facility Setting:	<input type="checkbox"/> Acute care <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Long Term Care <input type="checkbox"/> Day Hospital <input type="checkbox"/> Community <input type="checkbox"/> Out-patient clinic <input type="checkbox"/> Other: _____
Client Population Check all that apply	<input type="checkbox"/> Paediatric <input type="checkbox"/> Adult <input type="checkbox"/> Geriatric
Client Category Check all that apply	<input type="checkbox"/> MSK <input type="checkbox"/> Mental Health <input type="checkbox"/> Respiratory <input type="checkbox"/> Endocrine <input type="checkbox"/> Neuro <input type="checkbox"/> Cardiac <input type="checkbox"/> Oncology <input type="checkbox"/> Transplant <input type="checkbox"/> Multiple Systems

Student's Self- Assessment

It is required that the student participate in a self-assessment by completing this form independently, prior to your review of their performance. This will help to foster reflective practices and assist the student in monitor his/her own skill development during the placement and in future.

Submission of form to the Program Coordinator

- Via mail: using the self-addressed envelope provided
- Via student: envelope must be sealed with your signature affixed across the flap
- Via email: sent from facility address, with electronic or scanned signatures

Karen Koseck, Program Coordinator
 P.O. Box 631, Station A
 Toronto, ON Canada
 M1K 5E9

Expectations for Student Performance

Clinical Supervisors are to progress the student from basic practice principles and techniques to “entry level” within the area of practice. Please note that students may be in the second year of their training, however, they may be experiencing a particular area of practice (e.g. acute medicine) for the first time on this placement. This student’s development will therefore represent a basics-to-entry-level progression pattern despite their status within the program overall.

To complete the form:

- Competencies describe the general abilities required to accomplish the main tasks, functions and/or roles of an OTA and/or PTA. They focus on the skills, knowledge and attitudes required to deliver optimal client-centered care in a safe, ethical and effective manner.
- For each competency, there are examples of performance indicators to help guide your evaluation. There may be other performance indicators specific to your clinical setting that you will consider in your rating.
- For each competency identified, evaluate the student’s competency using the 5-point rating scale
- When rating their performance, the scores should reflect the level of their competency at the time of evaluation, at midterm and final weeks. Provide comments to support rating selected and any recommendations for areas, student may need to work on to improve or consolidate their learning.
- Comment(s) on the student’s performance provide valuable insight and feedback on how the student is performing at this placement. Providing comments at midterm and final evaluations will assist the student to improve their performance.

Rating Scale:

Competency Rating Scale & Descriptors		
5	Independent	Student can consistently and reliably perform competency/skill independently at entry-level ¹ practice, following clinical supervisor’s instruction, within this specific practice setting.
4	Approaching independence	Student can perform the competency/skill with occasional (minimal) guidance, support, and/or direction from Clinical Supervisor (OTA/OT and/or PTA/PT)
3	Acquiring independence	Student demonstrates significant gains in the acquisition of skills and knowledge related to the role. Student can perform competency/skill with regular (moderate) guidance, support, and/or direction
2	Emerging independence	Student demonstrates a basic understanding of skills and knowledge related to the role. Student can perform competency/skill with continuous (maximum) guidance, support, and/or direction
1	Unsatisfactory	Student demonstrates poor /a lack of understanding of skills and knowledge related to the role. Student unable to perform competency/skill without direct cueing.

Discussing the evaluation

The clinical supervisor should meet with the student to discuss the contents of the evaluation and areas of strength and areas requiring improvement. This provides an opportunity for student to have an understanding of how they are performing and areas to work on to develop their competencies as an OTA & PTA.

Summary Page

This is completed at the end of placement.

Signatures of the clinical supervisor(s) and student must be provided on the form.

If the clinical supervisor is an Assistant, the therapist assigning the duties to their Assistant must also sign the form.

¹ An entry level OTA and PTA is defined as clinician who is a recent graduate of an OTA and/or PTA program and who is in the early stages of their career (example, within the first 3 - 6 months of practice).
Revised Sept. 20, 2017

Rating Scale: 5: Independent, 4: Approaching independence, 3: Acquiring independence, 2: Emerging independence, 1: Unsatisfactory

Professionalism & Accountability		
Practices within scope of professional parameters and personal abilities Examples of Performance Indicators: Describes the scope of the OTA and/or PTA role within the care setting during interactions with clients and colleagues. Works within their role as a therapist assistant student. Identifies personal abilities and limitations. Seeks support / assistance appropriately. Asks appropriate questions	Midterm	
	Final	
Mid-term comments		
Final comments		
Takes responsibility for service components as assigned Examples of Performance Indicators: Follows supervision and communication guidelines. Prioritizes assigned duties and resources appropriately. Demonstrates effective time management skills	Midterm	
	Final	
Mid-term Comments		
Final comments		
Demonstrates professional behaviors Examples of Performance Indicators: Exhibits respect, initiative and enthusiasm. Follows workplace expectations (e.g. policies and procedures, hours of work, attire, hygiene, use of technology). Assumes responsibility for own actions. Maintains appropriate boundaries in therapeutic and professional relationships.	Midterm	
	Final	
Mid-term Comments		
Final comments		

Rating Scale: 5: Independent, 4: Approaching independence, 3: Acquiring independence, 2: Emerging independence, 1: Unsatisfactory

Professionalism & Accountability		
Engages in self-reflection Examples of Performance Indicators: Identifies strengths and areas for improvement. Accepts constructive feedback and integrates recommendations into practice. Develops and implements learning strategies using appropriate resources.	Midterm	
	Final	
Mid-term comments		
Final comments		

Rating Scale: 5: Independent, 4: Approaching independence, 3: Acquiring independence, 2: Emerging independence, 1: Unsatisfactory

Communication & Collaboration		
Communicates in a professional manner Examples of Performance Indicators: Establishes rapport using verbal and non-verbal communication techniques. Adapts communication strategies to reduce communication barriers and support diversity (e.g. considering education, culture, age and gender). Uses strategies that promotes optimal client performance (e.g. cueing, providing feedback with dignity and empathy, listening, guiding)	Midterm	
	Final	
Mid-term comments		
Final comments		
Uses communication skills effectively Examples of Performance Indicators: Clearly and accurately exchanges verbal information (e.g. speaks with a clear, audible voice, confirms understanding, actively listens). Follows directions. Matches non-verbal messages with verbal communication. Recognizes and responds to non-verbal cues. Completes documentation according to workplace expectations (e.g. objective, timely, complete, accurate, concise, grammar, spelling). Uses language and terminology suited to the interaction.	Midterm	
	Final	
Mid-term comments		
Final comments		
Collaborates with Inter-professional Team Examples of Performance Indicators: Recognizes roles of team members. Participates actively as a team member to optimize client care and provide continuity in service delivery. Consults with/reports to the appropriate team member. Identifies and manages conflict.	Midterm	
	Final	
Mid-term comments		
Final comments		

Rating Scale: 5: Independent, 4: Approaching independence, 3: Acquiring independence, 2: Emerging independence, 1: Unsatisfactory

Treatment Implementation		
Competency: Performs assigned therapeutic interventions (direct patient care) Examples of Performance Indicators: Applies safe practices in the workplace (e.g. body mechanics, equipment safety). Explains therapeutic benefits of treatment specific to client. Participates in client education. Implements therapeutic intervention using a client-centred approach. Follows the timing, frequency, location and duration of interventions. Monitors and addresses client’s response to treatment. Contributes to treatment planning (e.g. data collection, treatment progressions and modifications). Brings session to a close	Midterm	
	Final	
Mid-term comments		
Final comments		
Competency: Performs assigned therapeutic interventions (indirect patient care) Examples of Performance Indicators: Prepares for intervention (e.g. chart review, understands therapeutic goals and treatment plan, gathers equipment, environmental scan). Follows precautions and contraindications prior to, during, and after therapeutic intervention	Midterm	
	Final	
Mid-term comments		
Final comments		

Rating Scale: 5: Independent, 4: Approaching independence, 3: Acquiring independence, 2: Emerging independence, 1: Unsatisfactory

Treatment Implementation		
Demonstrates critical thinking Examples of Performance Indicators: Integrates knowledge (e.g. anatomy, physiology, pathology) into practice. Recognizes need for, and seeks assistance or clarification when appropriate. Responds appropriately to ethical and moral dilemmas. Demonstrates effective problem-solving (e.g. identifies problems, determines possible options, recognizes risks, implement solution, reflect and revise). Analyzes and interprets information accurately (e.g. chart review)	Midterm	
	Final	
Mid-term comments		
Final comments		
Protects the client from harm Examples of Performance Indicators: Obtains client’s informed consent prior to performing assigned tasks. Maintains client/family and organizational confidentiality. Takes precautions to ensure the client’s safety and dignity (e.g. safe use of equipment, infection control, correct handling techniques, draping, privacy)	Midterm	
	Final	
Mid-term Comments		
Final comments		

Summary of Evaluation of Clinical Competencies

To be completed at the end of the placement only.

Student Name: _____

General Comments:			
Strengths:			
Areas for growth:			
Attendance:	No. of days absent:	No. of days late:	Total Number of hours completed:
Reason for absence:			
Overall Performance on this Placement: <input type="checkbox"/> Exemplary <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (explanation required)			

Clinical Supervisor(s):

Print Name / Designation	Signature	Date

Print Name / Designation	Signature	Date

Student: signature verifies that the evaluation was reviewed with the evaluator(s)

Print Name / Designation	Signature	Date

Therapist(s) (OT and/or PT) if not clinical supervisor acknowledges that there is an OTA&PTA student from Centennial College on site being supervised by an assistant.

Print Name / Designation	Signature	Date

Print Name / Designation	Signature	Date