



COMPETENCY-BASED FIELDWORK EVALUATION

Guidelines:

If you or your facility has a copy of the CBE manual, please refer to pages 6-8 for complete instructions. The student should have a copy of the manual and can share this with you whilst on placement.

1. Circle a number that you feel best describes the student's performance in each of the 7 competencies. Use your judgment based on the performance that has been displayed by the student at the student's current level of placement (Level 1, 2 or 3).
2. Do this at midterm and at final.
3. Ensure that the student and you have formulated learning objectives for the FW experience. Try to fit them in to the competency areas. Remember that the student does not have to have objectives in all of the areas.
4. The qualitative comments are very valuable to the students and the university. Please ensure that you are commenting on strengths as well as further learning that can take place. Point form is acceptable.
5. You must complete the **Addition to the CBE** form at Midterm & Final. It is crucial that the student **meet** expectations in all 5 competencies. If they are not successful by final, they do not pass the placement. Ensure that this is discussed & completed at midterm and if a student is struggling with an area that you help build in supports to assist the student in being successful, or call UBC for assistance.
6. Please return your evaluation via email to osot.fieldwork@ubc.ca

Please feel free to contact Donna Drynan or Fieldwork Assistant with any questions.

Donna Drynan , Academic Fieldwork Coordinator Phone: 604-822-7415 donna.drynan@ubc.ca	MOT Fieldwork Assistant Phone: 604-827-5392 osot.fieldwork@ubc.ca
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Website: www.osot.ubc.ca

Fieldwork Blog: www.ubcfieldwork.wordpress.com

Definitions to assist with completing the Visual Analog Scale of the Competency Based Fieldwork Evaluation (CBFE) Form

Competency can be defined as *"A measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully."* Competencies specify the "how" of performing job tasks, or what the person needs to do the job successfully (Shippmann et al., 2000). Competencies represent a **whole-person** approach to assessing individuals.

Competencies tend to be either general, professional behaviours, or technical (OT skills). Please pay close attention to these general competencies throughout the student placement. There should be no concerns in this area at any level of placement. General competencies reflect the cognitive and social capabilities (e.g., problem solving, interpersonal skills) required for job performance. On the other hand, technical competencies are more specific as they are tailored to the particular knowledge and skill requirements necessary for a specific OT job within a certain practice area.

Level 1

Low Stage 1 = 1 on Visual Analog Scale (VAS)- difficulty processing information presented; perhaps confuses ideas/concepts; jumps to conclusions; does not appear to analyze situations; can only follow extremely detailed instructions under high supervision

Rudimentary = 2 on VAS – beginning to understand and apply principles; not overly developed or transferred to alternate situations; concepts/understanding is represented at a concrete level; can perform routine tasks with high degree of supervision

Mastery = 3 on VAS - can transfer knowledge to a variety of situations; can provide quality care with uncomplicated clients/situation with a minimal degree of supervision

Level 2

Has a larger marking range as there are 2 placements at this level. In the second level 2 placement, the student should be able to contribute more fully earlier on in the placement.

Transition = 3 on VAS – beginning to make decisions on viable course of action though may still only see one solution; developing own ideas; demonstrates only after modeling of behaviour; needs consistent and frequent feedback/dialogue about situations

Rudimentary = 4 on VAS- applying principles more readily; making own decisions based on clinical reasoning; with practice can perform skills/tasks with minimal supervision

Intermediate = 5 on VAS- able to use cues from client and environment to shape interactions; reflecting on action (after something has occurred)

Mastery = 6 on VAS- reflecting in action is beginning; some cuing/supervision still required; may still require practice & assistance to achieve high quality in complex skills though very efficient with routine skills.

Level 3

Transition = 6 on VAS – reflecting on action (after they have done something) should be evident; providing own hypothesis about situations; showing creativity; quickly picking up on procedural activities they may have encountered before

Rudimentary = 7 on VAS – reflecting in action (during encounter); able to independently carry out tasks/assignments but may not be extremely efficient (high expenditure of time to complete activity)

Mastery = 8 on VAS - ability to perform skills/tasks in a time efficient manner; consistency is exhibited in all behaviors; can function in complex situations (client/environment). Delivers most service independently after initial consultation and some minimal guidance

***VAS= Visual Analog Scale**

ADDITION TO CBFE

Student Name:

OT Name:

Facility:

OT Name:

All OT students must meet expectations in each of these self-identified competencies by final in order to pass the placement.		(please check)	
		Not Meeting Expectations	Meeting Expectations
1. Practices in a safe manner that minimizes risk to client, self & others. Examples of behaviours: <ul style="list-style-type: none"> • Requests assistance when necessary • Uses acceptable techniques for safe handling of clients • Maintains a safe working environment • Practices health & safety regulations 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
2. Presents self in a professional manner. <ul style="list-style-type: none"> • Is punctual and dependable • Attire is consistent with expectations of the practice setting • Maintains confidentiality • Abides by policies and procedures of the setting 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates acceptable communication behaviours during interactions with others. <ul style="list-style-type: none"> • Uses non-verbal communication appropriately and effectively in a consistent manner • Speaks clearly and appropriately • Listens and speaks respectfully • Accepts feedback in an appropriate manner 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
4. Adheres to ethical practice standards. <ul style="list-style-type: none"> • Understands and abides by relevant ethical codes and practice standards guidelines • Adheres to institutional policy and procedures • Reports violations of ethical practice 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates professional responsibility. <ul style="list-style-type: none"> • Accepts responsibility for own actions • Is able to establish a therapeutic relationship • Demonstrates self-direction/initiative • Acts with integrity 	Midterm	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>

FINAL: Pass:

Fail:

COMPETENCY BASED FIELDWORK EVALUATION For Occupational Therapists

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Hartley, M.

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Student Evaluation

Placement History

The Competencies

1. Practice Knowledge
2. Clinical Reasoning
3. Facilitating Change with a Practice Process
4. Professional Interactions and Responsibility
5. Communication
6. Professional Development
7. Performance Management

**COMPETENCY BASED FIELDWORK EVALUATION
For Occupational Therapists**

Placement History

UNIVERSITY NAME:

AGENCY NAME:

DATE OF PLACEMENT:

LENGTH OF PLACEMENT:

NUMBER OF PREVIOUS FIELDWORK HOURS:

DESCRIPTION OF PLACEMENT:

DESCRIPTION OF PROJECT (if applicable):

Degree Granted:

Times Absent:

Times Late:

Placement Sequence: of
(i.e. placement 3 of 4)

MIDTERM EVALUATION

Fieldwork Educator -

Name:

Registration#:

Signature:

Student -

Name:

Signature:

I accept this evaluation

I do not accept this evaluation

FINAL EVALUATION

Fieldwork Educator -

Name:

Registration#:

Signature :

Student -

Name:

Signature:

I accept this evaluation

I do not accept this evaluation

COMPETENCY BASED FIELDWORK EVALUATION FOR OCCUPATIONAL THERAPISTS

1. PRACTICE KNOWLEDGE

- Has the theoretical knowledge and technical expertise to serve clients/client groups, colleagues, the agency, and the profession
- Utilizes evidence based knowledge
- Knows the parameters of the profession and its role within the agency
- Understands the core values and vision of the profession

STAGES		SCORE
DEVELOPING	1	1 - Low Stage 1 competencies 2 - Rudimentary Stage 1 competencies 3 - Mastery of Stage 1 competencies/ Transition to Stage 2
	2	3 - Transition to Stage 2 4 - Rudimentary Stage 2 competencies 5 - Intermediate Stage 2 competencies 6 - Mastery of Stage 2 competencies/ Transition to Stage 3
	3	6 - Transition to Stage 3 7 - Rudimentary Stage 3 competencies 8 - Mastery of Stage 3 competencies/ ready to enter clinical practice

The Competency Rating Scale

	Unacceptable	Developing						Exceptional	Grade	
Midterm	U	1	2	3	4	5	6	7	8	E
Final	U	1	2	3	4	5	6	7	8	E

↑
Entry-Level Student
↑
Entry-Level Clinician
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Entry-Level Clinician
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Entry-Level Clinician
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Entry-Level Clinician
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Entry-Level Clinician

Please indicate the level of performance

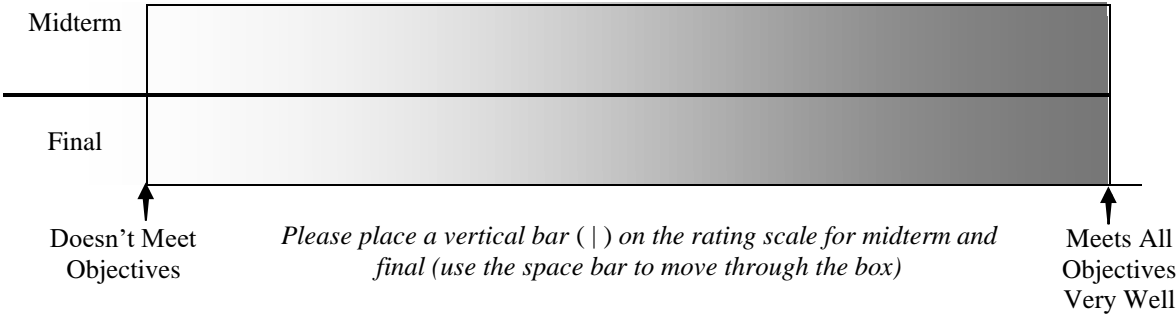
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) - Practice Knowledge

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

2. CLINICAL REASONING

- Demonstrates analytical thinking
- Demonstrates conceptual thinking
- Demonstrates good judgment and sound decision making
- Utilizes good problem solving
- Demonstrates reasoning based on evidence

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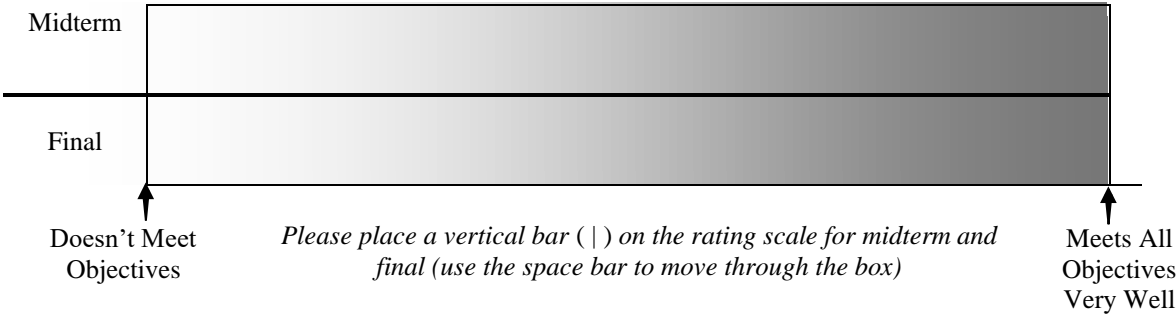
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) – Clinical Reasoning

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

3. FACILITATING CHANGE WITH A PRACTICE PROCESS

- Facilitates and manages change in others
- Establishes a therapeutic relationship
- Practices in a safe manner
- Collaboratively identifies goals
- Advocates and consults
- Practices in a client-centered manner
- Based on sound theory and good evidence, appropriately:
 - assesses needs
 - reports assessment results
 - makes referrals and plans intervention that are outcome based
 - carries out the intervention plan
 - monitors and modifies the intervention
 - plans and enacts the closure of the intervention
 - plans discharge and follow up

STAGES		SCORE
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Entry-Level Clinician

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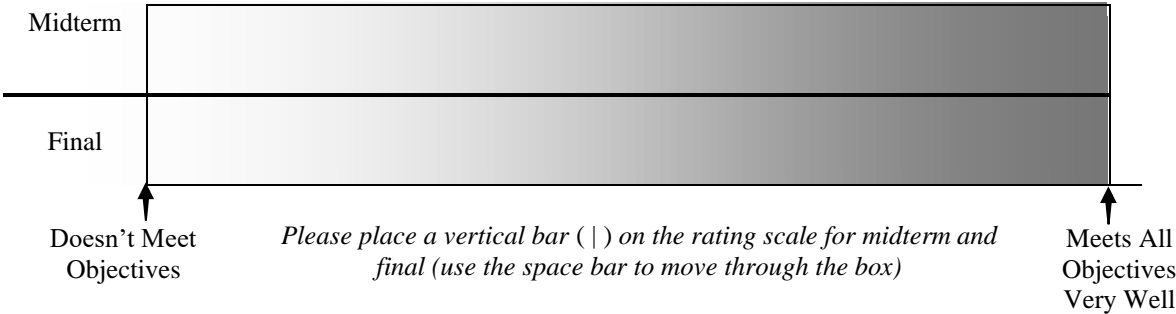
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) – Facilitating Change with a Practice Process

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

4. PROFESSIONAL INTERACTIONS AND RESPONSIBILITY

- Adheres to ethical and legal practice standards
- Centers on client/client group needs, always
- Follows through on commitments; shows respect for clients, colleagues, and the profession
- Contributes effectively as a team player
- Motivates others
- Fosters trust and respect as a professional
- Builds collaborative working relationships
- Deals effectively with obstacles and opposition
- Acts with professional integrity
- Gives and receives feedback effectively

STAGES		SCORE
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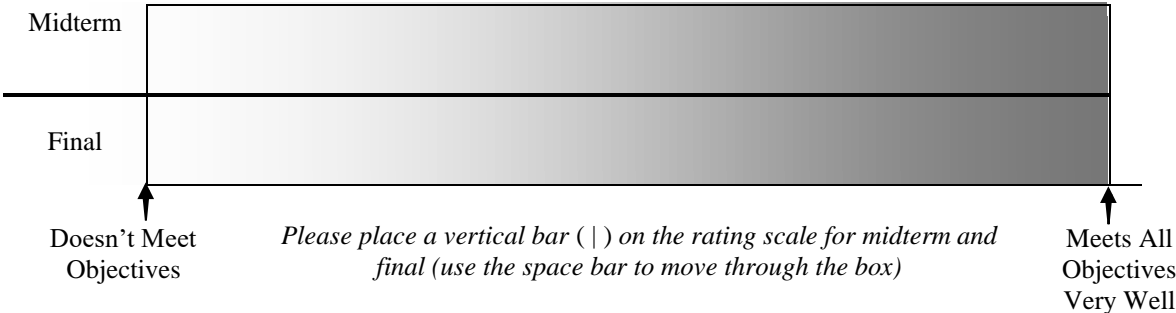
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) – Professional Interactions and Responsibility

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

5. COMMUNICATION

- Fosters open communication
- Listens actively
- Speaks clearly and appropriately
- Listens and speaks respectfully
- Manages conflict with diplomacy
- Provides explanations and/or education that is at an appropriate level for the client
- Writes clearly and appropriately
- Modifies language for the listener
- Uses non-verbal communication appropriately and effectively

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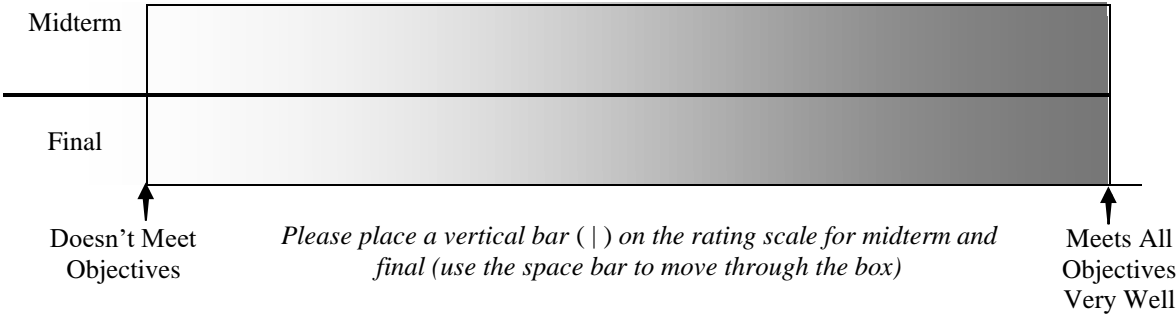
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) - Communication

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

6. PROFESSIONAL DEVELOPMENT

- Demonstrates self-directed learning
- Integrates new learning into practice
- Student tries to identify areas for future growth and sets new levels for personal best
- Adapts to change
- Demonstrates commitment to the profession
- Upholds the core values of the profession
- Demonstrates skills of self-appraisal

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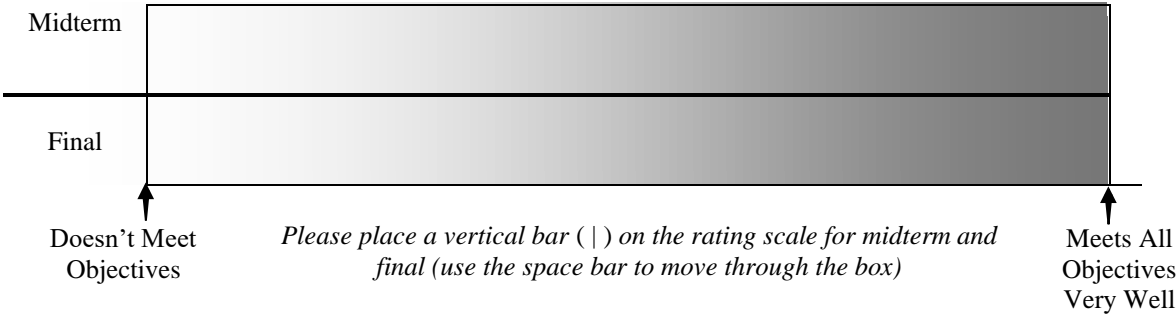
COMMENTS:	Midterm	Final

Competency Based Fieldwork Evaluation

Student’s Learning Objective(s) – Professional Development

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Competency Based Fieldwork Evaluation

7. PERFORMANCE MANAGEMENT

- Self starter
- Completes tasks in a time efficient manner, setting priorities effectively
- Demonstrates effective resource utilization
- Demonstrates quality management
- Is accountable and responsible
- Teaches/Coaches
- Demonstrates operational and organizational awareness
- Demonstrates leadership (delegates appropriately)
- Seeks assistance and feedback appropriately (responds positively to constructive feedback)
- Demonstrates self-monitoring
- Organizes time and sets priorities effectively

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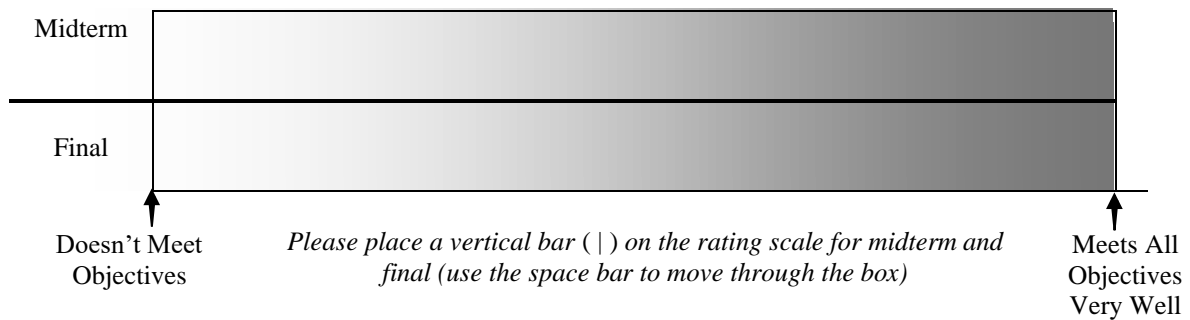
Please indicate the level of performance

COMMENTS:	Midterm	Final

Student's Learning Objective(s) – Performance Management

Objective(s)	Resource(s) Required to Meet the Objective(s)	Evidence	Validation

The Learning Objective Rating Scale



Comments:

SUPERVISION	MIDTERM			FINAL		
	Y	N	N/A	Y	N	N/A
Did the supervisor:						
a) communicate in an effective manner despite possible differences in communication style?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) provide you with timely and appropriate feedback (both positive and negative) in a constructive and appropriately discrete manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) serve as role model or mentor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) use effective demonstration and teaching skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) consistently clarify expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) make themselves available and accessible to questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) encourage you to develop self-directed learning skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) encourage you to critically evaluate your own performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding the supervision process:

LEARNING EXPECTATIONS, GOALS & OBJECTIVES	FINAL		
	Y	N	N/A
a) Was progress towards achieving objectives discussed & re-evaluated regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Do you feel you achieved your learning goals and objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

What were the most positive aspects of this placement?

If you could do this placement again, what would you suggest could be done differently?

Do you have any additional comments?

Signature:

Student

Therapist

Date

Copies to: Student
Site/program
UBC (with student evaluation)