

← Standard AOTA FWPE - Fieldwork Educator for OT Final - Reviewed

Lucia, Marissa | luciam2@mail.sacredheart.edu | ID : 0872590 | Rehabologym |

General Rehab Outpatient | OT 693 - Level II Fieldwork (04/13/2026 - 07/03/2026) |

Educator : Fisch, Sophie (sophie.fisch@rehabologym.com) | PM01016644 | Due Date :

Workflow Details: The Fieldwork Educator completes and submits the form, Admin reviews and signs the form. Student can view the form submitted by Educator. (Midterm- Final)

Total score | **132**/₁₄₈

[Collapse All](#)

Rating scale

FWPE for OTS Scoring:

1. All items included must be scored to receive a Pass on the Final FWPE for OTS.
2. **A sum score of 111 or higher will be required to receive a Pass on the Final FWPE for OTS.**
3. **All items under Fundamentals of Practice must be scored at 3 or above on the Final FWPE for OTS in order to pass fieldwork:**
 - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
 - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and
 - # 3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents)
4. Scores of 1 on any of the items are not allowed to receive a Pass on the Final FWPE for OTS.
5. The Midterm Evaluation does not have Pass/Fail status.

Rating scale for student performance

4	Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
3	Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
2	Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
1	Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

Please indicate the name, email, number of weeks of supervision/supervision dates of any secondary Fieldwork Educators who contributed to this evaluation. Please write "N/A" if none. *

Sophie Fisch OTR/L

sophie.fisch@rehabologym.com

Alexander Soriano OTR/L - 1 Week

Please list total hours here:

193

I. Fundamental of Practice

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.

Examples: Medicare, Medicaid, client privacy, social media, human subject research.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

2. Adheres to safety regulations and reports/documents incidents appropriately.

Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

3. Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.

Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

Please include any comments in the box below that explain and support the ratings you assigned to the student related to fundamental of practice.

Educator Midterm Comment*

Marissa consistently demonstrates proficient performance in adhering to safety regulations and upholding AOTA ethics standards. She remains highly attentive to maintaining a safe environment for herself and others, consistently exercising sound judgment, professionalism, and accountability in all aspects of her work.

Educator Final Comment*

Marissa consistently demonstrates excellent performance in following safety regulations and upholding AOTA ethical standards. She is thoughtful and dependable in her practice, always prioritizing the safety and well-being of her clients, colleagues, and herself. She uses sound clinical judgment, takes responsibility for her actions, and conducts herself with professionalism in every setting. Marissa consistently demonstrates honesty, respect, and integrity, and can be trusted to make ethical decisions while providing high-quality, client-centered care. She has grown into a confident and reliable clinician who is well prepared for entry-level practice.

II. Basic Tenets

4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.

Examples: families, caregivers, colleagues, service providers, administration, the public.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

5. Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.

Examples: families, caregivers, colleagues, service providers, administration, the public.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

6. Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.

Examples: families, caregivers, colleagues, service providers, administration, the public.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

Please include any comments in the box below that explain and support the ratings you assigned to the student related to basic tenets.

Educator Midterm Comment*

Marissa effectively articulates the core values and beliefs of occupational therapy and consistently demonstrates a strong understanding of the profession's purpose and impact.

Educator Final Comment*

III. Evaluation and Screening

7. Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☒ 2 - Emerging performance
☐ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

8. Obtains sufficient and necessary information from relevant sources throughout the evaluation process.

Examples: record or chart review, client, family, caregivers, service providers.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

9. Selects relevant screening and assessment tools based on various factors.

Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☒ 2 - Emerging performance
☐ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.

Occupational profile: Summary of the client's occupational history and experiences, patterns of daily living, interests, values, and needs.

Occupational performance: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☒ 2 - Emerging performance
☐ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

11. Evaluates and analyzes client factors and contexts that support or hinder occupational performance.

Client factors: Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures.

Contexts: Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts.

Includes the consideration of all client centered components including psychosocial factors.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

12. Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.

Examples: follows assessment protocols, adheres to time guidelines.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☒ 2 - Emerging performance
☐ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

13. Modifies evaluation procedures based on client factors and contexts.

Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☒ 2 - Emerging performance
☐ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

14. Interprets evaluation results to determine the client's occupational performance strengths and challenges.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

15. Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☒ 2 - Emerging performance
☐ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Please include any comments in the box below that explain and support the ratings you assigned to the student related to evaluation and screening.

Educator Midterm Comment*

Marissa has actively participated in initial evaluations, re-evaluations, and driver safety assessments, demonstrating strong foundational skills in several areas of the evaluation process while continuing to develop emerging skills in others. She is building competence in gathering relevant information and contributing to the assessment process. Continued development of her interview skills will further strengthen her ability to establish a comprehensive occupational therapy profile. With ongoing practice and increased opportunities for hands-on experience, Marissa will continue to grow in her proficiency with administering assessments, synthesizing clinical findings, and effectively documenting evaluation results.

Educator Final Comment*

Since her midterm, Marissa has made significant gains in her evaluation skills and now demonstrates confidence and proficiency throughout the evaluation process. She has independently completed initial evaluations, re-evaluations, cognitive-based assessments, and driver safety evaluations, taking the lead in determining appropriate standardized assessments based on each client's presentation. Her clinical reasoning has continued to strengthen, allowing her to effectively select, administer, and interpret assessment results.

Marissa has become proficient in both clinical occupational therapy and driver safety evaluations. She is skilled at synthesizing assessment findings into meaningful clinical impressions and developing appropriate recommendations to guide intervention. Her documentation has improved significantly and is now thorough, organized, and clearly reflects her clinical reasoning. She demonstrates confidence during the evaluation process, establishes strong rapport with clients, and consistently completes evaluations in a professional and efficient manner. Marissa's growth since midterm has been remarkable, and she is well prepared to independently complete comprehensive occupational therapy evaluations at the entry-level clinician standard.

IV. Intervention

16. Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

17. Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.

Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

18. Uses evidence from research and relevant resources to make informed intervention decisions.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

19. Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.

Includes the consideration of all client centered components including psychosocial factors.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

20. Implements client-centered and occupation-based intervention plans.

Includes the consideration of all client centered components including psychosocial factors.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

21. Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.

Examples: prevention, restoration, maintenance, promotion.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

22. Modifies task and/or environment to maximize the client's performance.

Examples: upgrades/downgrades task; arranges client's workspace for optimal performance.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

23. Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

24. Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

Please include any comments in the box below that explain and support the ratings you assigned to the student related to intervention.

Educator Midterm Comment*

From the beginning of her fieldwork experience, intervention planning and implementation have been clear strengths for Marissa. She consistently demonstrated the ability to make meaningful connections with clients and develop personalized, client-centered treatment plans that align with individual goals and priorities. Marissa naturally adapts interventions to meet each client's current status, needs, and responses during treatment sessions, demonstrating strong clinical reasoning and flexibility. She required minimal feedback in this area early on and has continued to show significant growth and confidence in her intervention skills throughout the experience.

Educator Final Comment*

Intervention planning and implementation have been a strength for Marissa since the beginning of her fieldwork experience, and she has continued to build on that foundation throughout her rotation. She now demonstrates the skills and clinical reasoning expected of an entry-level clinician. Marissa consistently develops thoughtful, client-centered treatment plans that are individualized, purposeful, and aligned with each client's goals, abilities, and occupational needs.

One of Marissa's greatest strengths is her ability to adapt interventions in real time based on a client's performance, response, and changing needs. She demonstrates strong clinical reasoning and is able to clearly explain the rationale behind her treatment decisions. Rather than simply completing activities or modeling interventions after her CI, Marissa thoughtfully selects and modifies interventions because she understands how they support the client's functional goals and overall plan of care. She is creative in developing meaningful treatment sessions and consistently brings new ideas to her practice. Her confidence, flexibility, and ability to provide skilled, evidence-based, client-centered interventions reflect her readiness for entry-level occupational therapy practice.

V. Management of Occupational Therapy Service

25. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.

Examples: paraprofessionals, nurses' aides, volunteers.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

26. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.

Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

27. Demonstrates knowledge about the organization.

Examples: mission and vision, accreditation status, licensing, specialty certifications.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

28. Meets productivity standards or volume of work expected of occupational therapy students.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

Please include any comments in the box below that explain and support the ratings you assigned to the student related to management of occupational therapy service.

Educator Midterm Comment*

Marissa has approached all assigned tasks with enthusiasm, professionalism, and a strong work ethic. She consistently completes her responsibilities in a timely manner and demonstrates a solid understanding of documentation requirements, including appropriate use of billing codes and the SOAP note format. Her organizational skills, attention to detail, and willingness to learn have contributed positively to her overall performance and professional development.

Educator Final Comment*

Marissa has consistently demonstrated a strong work ethic, professionalism, and initiative throughout her fieldwork experience. She approaches all responsibilities with a positive attitude and can be relied upon to complete tasks thoroughly and in a timely manner. Since midterm, she has continued to refine her organizational and time management skills, allowing her to efficiently manage a full caseload while maintaining a high standard of care.

Her documentation has become increasingly concise, organized, and reflective of her clinical reasoning. She demonstrates a strong understanding of documentation requirements, including appropriate billing practices and accurate SOAP note completion. Marissa is detail-oriented, receptive to feedback, and has continuously incorporated suggestions into her practice. Her ability to balance productivity with quality client care reflects the skills and professionalism expected of an entry-level occupational therapist.

VI. Communication and Professional Behaviors



29. Communicates clearly and effectively, both verbally and nonverbally.

Examples: clients, families, caregivers, colleagues, service providers, administration, the public.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

30. Produces clear and accurate documentation.

Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

31. Collaborates with fieldwork educator(s) to maximize the learning experience.

Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

32. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

33. Responds constructively to feedback in a timely manner.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

34. Demonstrates consistent and acceptable work behaviors.

Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

35. Demonstrates effective time management.

Examples: plans ahead, adheres to schedules, completes work in expected timeframe.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

36. Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

37. Demonstrates respect for diversity factors of others.

Examples: culture, socioeconomic status, beliefs, identity

Educator Midterm Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☒ 3 - Proficient performance ☐ 4 - Exemplary performance

Educator Final Rating*

- ☐ 1 - Unsatisfactory performance ☐ 2 - Emerging performance
☐ 3 - Proficient performance ☒ 4 - Exemplary performance

Please include any comments in the box below that explain and support the ratings you assigned to the student related to communication and professional behaviors.

Educator Midterm Comment*

Marissa is an effective worker and communicator who has quickly become a valued member of the team. Her strong interpersonal skills have allowed her to build positive relationships with staff and clients alike, and she consistently demonstrates professionalism, collaboration, and a willingness to learn. She is an active and engaged learner who readily seeks opportunities to contribute, often stepping in to help others without being asked. Her initiative, teamwork, and positive attitude have already made her an asset to our team.

Educator Final Comment*

Marissa has truly become an integral member of our team and consistently demonstrates the professionalism, communication, and collaboration expected of an entry-level occupational therapist. She has seamlessly adapted to our clinic environment and has earned the trust and respect of clients and colleagues through her positive attitude, dependability, and strong interpersonal skills. She communicates effectively with clients, caregivers, and team members and contributes confidently during daily clinical activities.

One of Marissa's greatest strengths is her ability to learn quickly and immediately apply feedback to improve her performance. She consistently incorporated suggestions into her practice and rarely needed the same feedback more than once. Her initiative, adaptability, and willingness to take on new challenges allowed her to grow rapidly throughout her fieldwork experience. She is always willing to help, anticipates the needs of the team, and approaches every opportunity with enthusiasm and professionalism. Marissa has become a valued and respected member of our clinic, and I have every confidence that she will transition successfully into independent occupational therapy practice.

Summary Comments

Educator Midterm Comment

Overall, Marissa has demonstrated strong performance across all areas of her fieldwork experience and has proven herself to be a motivated, professional, and compassionate emerging clinician. She consistently approaches her work with enthusiasm, initiative, and a willingness to learn, while effectively communicating and collaborating with clients, caregivers, and team members. Her strengths are particularly evident in intervention planning and implementation, clinical adaptability, professionalism, and interpersonal communication, all of which have made her a valued asset to the team.

At this midterm point, Marissa is progressing exceptionally well and continues to build confidence and competence in her clinical skills. Continued growth and practice in the evaluation process, particularly with interview development, assessment administration, and synthesis of evaluation findings, will further strengthen her overall proficiency. However, she remains on track and demonstrates strong potential for continued success as she advances through her fieldwork experience.

Educator Final Comment

Watching Marissa grow throughout her fieldwork experience has been incredibly rewarding. From the very beginning, she demonstrated a strong work ethic, professionalism, and genuine compassion for her clients, but over the past several weeks she has truly developed into an exceptional, entry-level clinician. She has exceeded my expectations in every area and has become someone I trust completely with the care of our clients.

Marissa has a natural ability to connect with people, and that is reflected in the relationships she has built with both clients and staff. She seamlessly became part of our team, and it is hard to remember what the clinic was like before she was here. She embraced every learning opportunity with enthusiasm, welcomed feedback, and consistently applied it immediately. She learned quickly, asked thoughtful questions, and continuously challenged herself to become a better clinician. It has been especially rewarding to watch her discover a genuine passion for neuro occupational therapy and develop the confidence and clinical reasoning to support it.

One of the greatest compliments I can give Marissa is that she became someone everyone was comfortable going to, clients trusted her, staff relied on her, and colleagues from every discipline commented on what an outstanding student she is. More than once, members of our team shared that she is one of the best fieldwork students they have worked with. She earned that reputation through her kindness, reliability, initiative, and the high standard she set for herself every day.

Marissa will be tremendously missed by our entire team. She has left a lasting impression on our clinic, and I feel fortunate to have been part of her fieldwork journey. I have every confidence that she will excel in whatever area of occupational therapy she chooses to pursue. She has all the qualities of an exceptional occupational therapist, and I know she will make a meaningful difference in the lives of her future clients. It has truly been a pleasure to work alongside her.

Attestation*



Student was informed of this review