

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

Lucia, Marissa | luciam2@mail.sacredheart.edu | ID : 0872590 | Creative Wonders Therapy |

Pediatric Outpatient | OT 691 - Level II Fieldwork (01/05/2026 - 03/27/2026) |

Educator : Halpert, Jessica (jesshalpert8@gmail.com) | PM00973924 | 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 | **130**/₁₄₈

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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. *

Taylor Van Meter, Taylor@creativewonderstherapy.com; 16 hrs per week.

Please list total hours here:

400

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 is excellent at ensuring children's safety in the gym when climbing equipment, navigating around obstacles.

Educator Final Comment*

Marissa demonstrates exemplary performance in ensuring the safety of the children in her care.

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*

We are just beginning to work on communicating activities in sessions to caregivers. We will continue to work on collaborating with peers, colleagues and caregivers.

Educator Final Comment*

Marissa has demonstrated her ability to articulate the reasoning behind activities and collaborating with caregivers.

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 is timely with her written work and thorough in her descriptions of screenings, evaluations. We will begin working on evaluations in the coming weeks.

Educator Final Comment*

Although opportunities to utilize evaluation tools has been limited Marissa has had opportunities to explore the SPM-2, PDMS-3, VMI. She has demonstrated excellent chart review and an ability to adapt the environment and assessment demands.

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*

Marissa is great at grading activities for challenging children during gross motor activities as well as finding activities that are motivating during sessions. We will continue to expand on exploring grading fine motor tasks as well as documenting improvements, changes.

Educator Final Comment*

Marissa's greatest skills is her ability to work with each child, adjust activities for more of a "just right challenge" and create child-centered and motivating activities.

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*

Very timely with notes and communication.

Educator Final Comment*

Marissa does well managing her time and efficiency with notes, reports and meeting expectations.

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 great at responding to feedback, participating in sessions and using her therapeutic self when working with children and coworkers. We will work on expanding confidence in collaborating and providing opportunities for increased communication.

Educator Final Comment*

Marissa responds to feedback quickly and effectively.

Summary Comments

Educator Midterm Comment

Keep up the good work!

Educator Final Comment

Marissa is clearly a strong and dedicated student. She brings her positive energy to each session and interaction with each child and their caregiver. It has been a pleasure to watch her gain confidence while developing her skills in assessment, written interpretation, and intervention.

Attestation*

- ☒ Student was informed of this review

Signatures

Fieldwork Educator Midterm Signature: