



UCC Occupational Therapy Practice Education Assessment Form Year 2

Student Name:

Student Number:



The UCC Occupational Therapy Practice Education Assessment Form requires practice educators to evaluate students across seven core competency areas. These core competencies are used with permission and thanks from Bossers et al. (1998) Competency-Based Fieldwork Evaluation (CBFE) for Occupational Therapists.*

Each competency is further detailed through specific behavioural items aligned with the CORU Standards of Proficiency for Occupational Therapists.**

Assessment Steps

- 1) At the **midway evaluation**, the practice educator records whether the student is demonstrating satisfactory or unsatisfactory progress for each item.
- 2) Add in behavioural comments to reflect the evaluation and identify areas for future development for the second half of placement
- 3) Discuss with practice tutor in advance of issuing the report to the student
- 4) At the **final evaluation**, each item is scored on a scale of 0–5. Scores should reflect the **student's level of experience and stage of learning**.
- 5) Add in behavioural comments to reflect the score and identify areas for future development for the student's next placement
- 6) Map the score to the behavioural descriptor in Table 1
- 7) Discuss with practice tutor in advance of issuing the final evaluation to the student



8) The student receives an overall pass/fail grade; but will also receive behavioural descriptors for each competency area

** Bossers, A., Miller, L.T., Polatajko, H.J. & Hartley, M. (2008) *Competency Based Fieldwork Evaluation for Occupational Therapists: Manual*. Nelson Education Limited. ISBN: 9780176465384.

**CORU Occupational Therapists Registration Board (no date). Standards of Proficiency for Occupational Therapists. Available at: [otrb-standards-of-proficiency-for-occupational-therapists.pdf](#)

Scoring Guidelines:

1. Score each behavioural item on a scale of 0-5 - the student must pass each behavioural item to pass the overall placement
2. Sum up the total score of the items to get an overall score for each competency area
3. Divide the competency score by the number of items in the competency
4. Map the score to the National University of Ireland Grade Descriptors (see table below) to obtain the student's overall descriptor for that competency (*year 2 students receive a descriptor, not a mark*)

Score	0	1	2	3-3.4	3.5-3.9	4-4.4	4.5-4.9	5
Descriptor	Fail (F)	Satisfactory (S)	Good (G)	Very Good (VG)		Excellent (Ex)		Exceptional (E)
Percentage Mark	0-49%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80%+
Classification	Fail	Pass	2 nd class hons (grade 2)	2 nd class hons (grade 1)		First class hons		First class hons



Table 1: National University of Ireland Grade Descriptors

1. PRACTICE KNOWLEDGE

Inclusive of: Occupational Therapy theory, technical knowledge organised to guide practice, the ability to perform the skilled activities necessary for professional practice.

	Midway		Final					
	Unsatisfactory progress	Satisfactory Progress	0 (F)	1 (S)	2 (G)	3 (VG)	4 (Ex)	5 (E)
1.1 Identifies occupational needs of service users to positively influence health and well-being								
1.2 Articulates key conceptual models and frames of references to promote occupational engagement								
1.3 Enhances occupational participation through activity analysis								
1.4 Understands the role of the OT within the wider team and practices within the parameters of the profession								
1.5 Utilises evidence-based practice from a range of sources to support the occupational therapy process								



1.6 Demonstrates safe practice utilising relevant knowledge, skills and technical abilities									
Practice Knowledge Midway Evaluation: <i>(Satisfactory or unsatisfactory progress):</i>		Practice Knowledge Score: (Sum up the columns and divide by 6) Practice Knowledge Descriptor: (Map the score to the above table in scoring)							
Midway Comments (2-3 specific examples reflecting evaluation above, please include areas for development)		Final Comments (2-3 specific examples reflecting evaluation above, please include areas for development)							
<i>Mapped to CORU standards of proficiency: 1.1; 1.2; 3.7; 3.14; 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.10; 5.12; 5.15</i>									

2. CLINICAL REASONING

Inclusive of: Analytical and conceptual thinking, judgement, decision making and problem solving

	Midway		Final					
	Unsatisfactory progress	Satisfactory Progress	0 (F)	1 (S)	2 (G)	3 (VG)	4 (Ex)	5 (E)
2.1 Analyses and critically evaluates observations, assessment results (<i>standardised & non-standardised</i>) and findings to justify planned interventions								
2.2 Demonstrates logical reasoning and problem-solving skills								
2.3 Shows flexibility in addressing the changing needs of service users								
2.4 Contributes to professional decision-making								
2.5 Promotes client centred practice								
2.6 Selectively applies evidence-based practice								



<p>Clinical Reasoning Midway Evaluation: <i>(Satisfactory or unsatisfactory progress):</i></p>	<p>Clinical Reasoning Score: (Sum up the columns and divide by 6) Clinical Reasoning Descriptor: (Map the score to the above table in scoring)</p>
<p style="text-align: center;">Midway Comments</p> <p>(2-3 specific examples reflecting evaluation above, please include areas for development)</p>	<p style="text-align: center;">Final Comments</p> <p>(2-3 specific examples reflecting evaluation above, please include areas for development)</p>
<p><i>Mapped to CORU standards of proficiency: 1.3;1.17;1.19; 2.3; 2.12; 3.4; 3.5; 3.6; 3.8; 5.23</i></p>	

3. FACILITATING CHANGE WITH A PRACTICE PROCESS

Inclusive of: Assessment, intervention planning, intervention delivery and discharge planning

	Midway		Final					
	Unsatisfactory progress	Satisfactory Progress	0 (F)	1 (S)	2 (G)	3 (VG)	4 (Ex)	5 (E)
3.1 Establishes a therapeutic relationship								
3.2 Practices in a safe manner and demonstrates an ability to understand and identify risk								
3.3 Advocates for service users								
3.4 Appropriately selects and completes assessment of service user(s) based on solid theory and evidence under supervision								
3.5 Analyses and appropriately reports assessment results with support from practice educator								

3.6 Establishes goals and plans interventions that are outcome based under supervision									
3.7 Carries out the intervention plan (individual and/or groupwork) based on sound theory and evidence under supervision									
3.8 Identifies and articulates changes to planned interventions to practice educator									
3.9 Evaluates interventions using appropriate tools and outcome measures inclusive of service users' responses/feedback/views under supervision									
3.10 Plans and completes follow up/handover/discharge									
Facilitating Change Midway Evaluation: (Satisfactory or unsatisfactory progress):	Facilitating Change Score: (Sum up the columns and divide by 10)								
	Facilitating Change Descriptor: (Map the score to the above table in scoring)								
Midway Comments (2-3 specific examples reflecting evaluation above, please include areas for development)	Final Comments (2-3 specific examples reflecting evaluation above, please include areas for development)								



Mapped to CORU standards of proficiency: 1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10, 3.12, 3.13, 3.14, 5.10, 5.11, 5.14, 5.16, 5.17, 5.19	

4. PROFESSIONAL INTERACTIONS AND RESPONSIBILITIES

Inclusive of: Relationships with clients and colleagues, legal and ethical standards

	Midway		Final					
	Unsatisfactory progress	Satisfactory Progress	0 (F)	1 (S)	2 (G)	3 (VG)	4 (Ex)	5 (E)
4.1 Adheres to ethical and legal practice standards and local/regional/national policy								
4.2 Contributes effectively as a team player by building and sustaining collaborative relationships								
4.3 Expresses professional, informed and considered opinions to service users, health professionals and others								
4.4 Shows respect for service users, colleagues and the profession and acts with integrity								
4.5 Fosters trust and respect as a professional								



4.6 Actively engages in and receives feedback and responds with openness and professionalism									
Professional Interactions & Responsibilities Midway Evaluation: <i>(Satisfactory or unsatisfactory progress):</i>		Professional Interactions and Responsibilities Score: (Sum up the columns and divide by 6) Professional Interactions and Responsibilities Descriptor: (Map the score to the above table in scoring)							
Midway Comments (2-3 specific examples reflecting evaluation above, please include areas for development)		Final Comments (2-3 specific examples reflecting evaluation above, please include areas for development)							
Mapped to CORU standards of proficiency: 1(1), 1(3), 1(4), 1(5), 1(7), 1(9), 1(10), 1(11), 1(12), 1(13), 1(15), 1(16), 1(17), 2(9), 2(12), 2(13), 2(14), 2(15), 3(13), 4(5).									

5. COMMUNICATION

Inclusive of: Verbal, non-verbal and written communication

	Midway		Final					
	Unsatisfactory progress	Satisfactory Progress	0 (F)	1 (S)	2 (G)	3 (VG)	4 (Ex)	5 (E)
5.1 Listens actively								
5.2 Speaks clearly and appropriately								
5.3 Uses nonverbal communication appropriately and effectively								
5.4 Modifies and adapts communication methods and language as required								
5.5 Provides explanations and/or education that is accessible and at an appropriate level for the service user								
5.6 Responds and acts appropriately within complex communication interactions								



5.7 Practices clear, concise, accurate and objective documentation								
5.8 Ensures written communication is appropriate to the recipient								
Communication Midway Evaluation: <i>(Satisfactory or unsatisfactory progress):</i>	Communication Score: (Sum up the columns and divide by 8) Communication Descriptor: (Map the score to the above table in scoring)							
Midway Comments (2-3 specific examples reflecting evaluation above, please include areas for development)	Final Comments (2-3 specific examples reflecting evaluation above, please include areas for development)							
Mapped to CORU standards of proficiency: 1.1, 1.3, 1.12, 1.14, 1.15, 1.17; 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.14; 3.3, 3.5, 3.12; 5.4, 5.12, 5.18, 5.20, 5.23,								

6. PROFESSIONAL DEVELOPMENT

Inclusive of: Commitment to the profession, self-directed learning and accountability

	Midway		Final					
	Unsatisfactory progress	Satisfactory Progress	0 (F)	1 (S)	2 (G)	3 (VG)	4 (Ex)	5 (E)
6.1 Demonstrates self-directed learning								
6.2 Integrates new learning into practice								
6.3 Evaluates, reflects & critically appraises own practice								
6.4 Identifies learning needs and selects appropriate learning activities to achieve these								
6.5 Understands the importance of and seeks supervision & feedback opportunities to continuously improve practice								
6.6 Demonstrates a commitment to the core values of the profession								
Professional Development Midway Evaluation: <i>(Satisfactory or unsatisfactory progress):</i>	Professional Development Score:							



	(Sum up the columns and divide by 6) Professional Development Descriptor: (Map the score to the above table in scoring)
Midway Comments (2-3 specific examples reflecting evaluation above, please include areas for development)	Final Comments (2-3 specific examples reflecting evaluation above, please include areas for development)
<i>Mapped to CORU standards of proficiency: 1.1, 1.2, 1.4, 1.5, 1.17, 18.1, 1.19, 1.20, 2.13, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</i>	

7. PERFORMANCE MANAGEMENT

Inclusive of: Time and resource management, leadership

	Midway		Final					
	Unsatisfactory progress	Satisfactory Progress	0 (F)	1 (S)	2 (G)	3 (VG)	4 (Ex)	5 (E)
7.1 Initiates assigned tasks without prompts								
7.2 Completes both clinical and non-clinical tasks in a time efficient manner								
7.3 Sets priorities effectively and organises workload where appropriate								
7.4 Demonstrates best use of resources available								
7.5 Is accountable and responsible								
7.6 Demonstrates operational and organisational awareness								



7.7 Identifies (and/or contributes) to quality improvement opportunities									
7.8 Takes responsibility for managing one's own health & well being									
Performance Management Midway Evaluation: <i>(Satisfactory or unsatisfactory progress):</i>	Performance Management Score: (Sum up the columns and divide by 8) Performance Management Descriptor: (Map the score to the above table in scoring)								
Midway Comments (2-3 specific examples reflecting evaluation above, please include areas for development)	Final Comments (2-3 specific examples reflecting evaluation above, please include areas for development)								
<i>Mapped to CORU standards of proficiency:</i> 1.2,1.6,1.9,1.15,1.17,1.18,1.19,1.20,2.10,3.9,3.10,3.11,3.12,3.13,3.14,4.1,4.2,4.3,4.5,4.6,5.21,5.24,5.25,5.26									



Summary Page

Practice site (Name and address):	
Dates of practice:	
Year of practice:	
Student Name:	
Student Number:	
Practice Educator Name(s):	

Competency	Midway Evaluation (Satisfactory or Unsatisfactory progress)	Final Descriptor
1. Practice Knowledge		
2. Clinical Reasoning		
3. Facilitating Change within a Practice Process		
4. Professional Interactions and Responsibilities		
5. Communication		
6. Professional Development		
7. Performance Management		



This evaluation has been explained to me, and I have had the opportunity to discuss the feedback at my midway evaluation (student)

This evaluation has been explained to me, and I have had the opportunity to discuss the feedback at my final evaluation (student)

Midway Evaluation		Final Evaluation	
Overall score		Overall score (pass/fail)	
PE name		PE name	
PE signature		PE signature	
Student name		Student name	
Student signature		Student Signature	
Practice Tutor		Practice Tutor	
PT signature		PT signature	