Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT)

Guiding Principles, Responsibilities and
Continuous Quality Improvement Process

Presented by the

Committee on University Fieldwork Education
(CUFE)
Association of Canadian Occupational Therapy University Programs
(ACOTUP)

Approved by UFCC, ACOTUP and CAOT
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A Vision for Canadian Occupational Therapy Fieldwork Education

The Committee on University Fieldwork Education (CUFE) of the Association of Canadian Occupational Therapy University Programs (ACOTUP) has reviewed the national guidelines for fieldwork education in response to a number of developments. Feedback from fieldwork partners, shifts in health care environments, changes in occupational therapy practice, and the new profile and core competencies of practice have highlighted the need to update the Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT) and reduce administrative procedures while continuing to promote excellence in fieldwork education.

Quality improvement is a systems process whereby identified critical indicators can be measured and monitored. The documentation process proposed in the CGFEOT aims to monitor the numerous activities which have been deemed essential to the support and development of a quality experience for all stakeholders in occupational therapy fieldwork education. The 2011 revised version of the CGFEOT is intended to guide fieldwork partners in developing an effective environment for learning, together with fieldwork education resources and student learning opportunities. In addition, the CGFEOT will guide universities in determining appropriate fieldwork education experiences that enable students to integrate academic and fieldwork learning throughout their professional development.

In updating the CGFEOT, CUFE members aim to implement a process which promotes quality and accountability and reflects current best practice in fieldwork education. The guidelines have incorporated input from a variety of sources: consultation with fieldwork partners on the challenges and benefits of providing fieldwork education, a visioning experience by university fieldwork coordinators to identify factors for effective management of fieldwork education, and a review of national and international documents. CUFE acknowledges the commitment of its fieldwork partners (fieldwork sites, fieldwork educators, on-site fieldwork coordinators, and other team members) in continuing to support a high quality fieldwork education program.

Section 1 of the guidelines includes principles to promote optimum fieldwork education. Section 2 presents the responsibilities of fieldwork education partners: students, preceptors and university programs. Finally, section 3 proposes tools and processes for supporting quality in fieldwork education.

Section 1: Principles Guiding the Canadian Occupational Therapy Fieldwork Experience

These guidelines are intended to ensure that each Canadian occupational therapy fieldwork experience provides excellent learning opportunities and resources and an optimum environment for learning. Students acquire abilities and professional behaviors as well as new knowledge while engaged in fieldwork education. Students, preceptors, onsite fieldwork coordinators, university professors and university fieldwork coordinators are expected to collaborate in linking fieldwork experiences to what students have learned in class. Therefore, it is important to share a common vision for fieldwork education.

The fieldwork experience should:

- Be a collaborative learning experience among students, clients, fieldwork educators, onsite fieldwork coordinators and university programs;
- Be mutually beneficial to students and fieldwork educators;
- Be accepted as an essential part of professional growth for both students and fieldwork educators and fieldwork site;
- Occur in a positive learning environment;
- Consider the teaching methods and learning styles of both students and fieldwork educators;
- Consider students' learning objectives in relation to their professional development within the context of the fieldwork environment;
- Support students to account for their learning;
- Enable students to link theory with practice;
- Enable students to take an active role within the site;
- Promote satisfaction for both students and fieldwork educators regarding the fieldwork experience;
- Occur anywhere the roles and functions of an occupational therapist can be developed and integrated.

Section 2: Responsibilities of Fieldwork Education Partners

Students are expected to:

- Take responsibility for their learning experience and the direction of that experience in partnership with fieldwork educators, onsite fieldwork coordinators, university professors and university fieldwork coordinators;
- Set personal and professional goals before the beginning of the fieldwork experience. Review and adjust them throughout the placement;
- Do preparatory readings before and during the fieldwork experience;
- Uphold legal standards and the Codes of Ethics at all times (CAOT, professional regulatory body, fieldwork site, university program);
- Comply with site and university policies and procedures;
- Increase their understanding of and respect the roles and functions of other team members;
- Develop competencies for the application of the occupational therapy process;
- Increase their understanding of the systems in which occupational therapists practice;
- Learn how occupational therapists contribute to the service delivery team;
- Increase their understanding of and promote the roles and functions of occupational therapists;
- Develop confidence and competence in their practice of occupational therapy;
- Communicate with the university fieldwork coordinator/professor any time during their fieldwork experience if they encounter challenges in developing their competency profile;
- Provide feedback to fieldwork educator based on their fieldwork learning experience.
- Provide feedback and an evaluation of their fieldwork experience to their university fieldwork professor/ coordinator following each placement;

Fieldwork educators are expected to:

- Act as role models for students;
- Become familiar with the university fieldwork education program (learning objectives, educational tools, fieldwork evaluation tool, expected student performance in accordance with placement level) and with the supervision process;
- Offer a welcoming environment, a comprehensive orientation and provide space for student use, as available within the site's resources;

- Clearly inform students of what is expected of them, appropriately grade responsibilities and expectations and be available to students to offer appropriate supervision;
- Offer regular and timely feedback based on student performance, including recommendations for improvement;
- Offer a positive and comprehensive learning environment to enable student development within the core competencies required for occupational therapy practice;
- Assist students to develop a good understanding of their professional growth with respect to core competencies as described in the *Profile of Occupational Therapy Practice in Canada (CAOT, 2007)* by allowing and promoting time for guided reflection;
- Meet with students to discuss and evaluate their performance at the mid-term and end of the fieldwork education experience;
- Communicate with the university fieldwork coordinator/professor at any time during the placement if the student encounters significant challenges;
- Provide to university fieldwork coordinator/professor a current fieldwork site profile describing learning opportunities and resources;
- Provide feedback by completing a questionnaire with respect to their experience as fieldwork educator (student preparedness, impact of the supervisory experience, administrative support availability, evaluation of pedagogical needs, etc.) and submit it to the university fieldwork coordinator.

University fieldwork coordinators/professors are expected to:

- Assist students to develop a good understanding of their professional growth with respect to core competencies as described in the *Profile of Occupational Therapy Practice in Canada (2007)* by offering fieldwork preparation (e.g. orientation and resources) and debriefing sessions (e.g. integration of theory with practice) to students;
- Provide fieldwork educators with orientation and educational resources related to the university academic and fieldwork education programs and the supervision process;
- Coordinate offers and requests for placements and whenever possible match students and sites according to students' academic and fieldwork profiles and interests;
- Ensure students make suitable choices with regard to establishing a varied fieldwork education profile (clienteles and fieldwork settings);
- Offer ongoing support and problem solving to students and fieldwork educators in dealing with student learning challenges;
- Recognize fieldwork partners who contribute time and expertise in supervising students;

- Provide sites with a fieldwork agreement, either temporary or long term, describing the liability and responsibilities of each party;
- Ensure students are provided with appropriate liability coverage and work site insurance;
- Regularly assess the content and quality of supervision given and provide recommendations to fieldwork sites and feedback to fieldwork educators.
- Regularly assess the content and quality of the environment in which the placement occurs to ensure appropriate resources are available and provide recommendations to fieldwork sites.

Section 3: Tools and Processes to Support Quality in Canadian University Occupational Therapy Fieldwork Education

To support the quality of Canadian occupational therapy fieldwork education, the following tools and processes are recommended:

1. The university fieldwork coordinator/professor will ensure that any site used for occupational therapy student fieldwork education has read Section 1 and 2 of this document. An example of a Fieldwork Education Partnership Declaration is outlined in appendix A and may be used for this purpose if the university so chooses.

2. The university fieldwork coordinator/professor will provide each site with a fieldwork site profile to complete. The aim of this profile is to provide important information to the university which enables an understanding of the student learning experience within the site. In light of this intent, the fieldwork site profile is completed by the site representative after consultation with administrators, program managers, professional coordinators, fieldwork educators and all persons involved in the fieldwork education experience. This document will be requested within a reasonable timeframe as determined by both the site contact person and the university fieldwork coordinator. The following list describes information to be provided:

    - Site and contact information
    - Characteristics of occupational therapy services
    - Learning opportunities and resources
    - Administrative resources
    - Site requirements for students
    - Amenities

    An example of a Fieldwork Site Profile form is outlined in appendix B and may be used for this purpose if the university so chooses.

3. Following each fieldwork placement, students should complete a fieldwork site evaluation form. The aim of this evaluation process is to gain an understanding of how the student's learning experience at the site contributed to his or her professional development. An example of a Student Fieldwork Site Evaluation form

is outlined in appendix C and may be used for this purpose if the university so chooses. (When using this document or a version thereof please ensure appropriate credit is given to the authors of the evaluation. Please note that French and English examples of this form differ.)

4. Considering the important formative role assumed by preceptors, universities must support preceptor professional development as related to fieldwork education. It is strongly recommended that the university fieldwork coordinator/professor collect and analyze preceptor feedback pertaining to quality and availability of university support for fieldwork education including preparedness of students for their fieldwork experience. For this reason, the aim of this process is two-fold. First, to gain an understanding of the preceptors needs and offer university based support. Second, to contribute to upgrading curricular content in accordance with the evolving nature of occupational therapy practice. An example of a Fieldwork Educator Experience Evaluation form is outlined in appendix D and may be used for this purpose if the university so chooses.
5. On a regular basis (to be determined by the university), the university fieldwork coordinator will review the documents pertaining to particular fieldwork sites: the fieldwork site profile, the relevant student fieldwork site evaluation forms, and the relevant preceptor experience evaluations. The university fieldwork coordinator will compile and analyze the available information and share a summary with the fieldwork site contact person. It is recommended that the university fieldwork coordinator will provide this feedback to the site at least once every 5 years.
6. If issues with a fieldwork site arise, the university fieldwork coordinator/professor, in conjunction with the fieldwork site contact person, will propose a plan for improving or optimizing the student learning opportunities. When such a plan is put forth, a timeframe will be set regarding improvements to be made to ensure the future quality of the fieldwork education experience for students.

Depending upon specific needs and programs developed, it is anticipated that each university will be responsible for designing and implementing additional quality improvement measures that are deemed appropriate for their region.

Appendix A: Example

Fieldwork Education Partnership Declaration

Site Name: _____

Name of onsite fieldwork coordinator or of person signing on behalf of the organization:

_____

Title of site representative: _____

University name: _____

Name of university fieldwork education coordinator(s):

_____

Declaration of Site Representative

☐ I have read and am in agreement with Section 1 of this document, *'A Vision for Canadian Occupational Therapy Fieldwork Education*

☐ I have read and am in agreement with Section 2 of this document, *'Principles Guiding the Canadian Occupational Therapy Fieldwork Experience'*

☐ I understand that occupational therapists at this site acting as preceptors for occupational therapy students will have at least one year of experience as a practicing occupational therapist, as per the Canadian Association of Occupational Therapy recommendations.

Signature of Site Representative: _____

Date: _____

Appendix B: Example of a fieldwork site profile form

Association of Canadian Occupational Therapy University Programs (ACOTUP)

University fieldwork coordinators require information about fieldwork education sites regarding opportunities and resources for student learning. The main goal of requesting a fieldwork site profile is to describe the learning environment in which the student will evolve. The fieldwork site profile will assist the university fieldwork coordinator and students in making informed decisions about placement selection in order to balance student fieldwork profile as well as meeting their learning needs. Furthermore, information gathered on this form will also be used for the partnership renewal process, by university fieldwork coordinators.

Hence, information available in the fieldwork site profile contributes to promoting excellence in fieldwork education among partners as well as to fulfilling the Canadian Association of Occupational Therapists requirements for Academic Accreditation.

Fieldwork Site Profile:

Learning Opportunities and Resources

Please fill in and return to your affiliated university occupational therapy program.

Site and Contact Information

Name of site: _____

Name of program/sector: _____

Name of contact person: _____

Title of contact person: _____

Address: _____

_____

Phone*: (_____) _____ Fax*: _____

E-mail address*: _____

Web site: _____

❑ Supporting material about the site and occupational therapy services attached (e.g. pamphlet, brochure, fact sheet)

**of contact person*

If you have any questions or comments, please contact your university representative:

A member of the Committee on University Fieldwork Education (CUFE) , a sub-committee of the Association of Canadian Occupational Therapy University Programs(ACOTUP)

Fieldwork Site Profile (FS-PRO):
Learning Opportunities and Resources

Copy and complete for individual location or program as appropriate.

Name of program / site: _____

(if different from page 1):

Contact information if different from page one:	*Location of occupational therapy services in the building:*

Characteristics of Occupational Therapy Services:

1. Occupational therapy services are organized on: ❒ an O.T. department basis ❒ a program basis

   ❒ No O.T. on site ❒ other: _____

   Description (e.g. the mission and vision of your organization, occupational therapy philosophy and role of occupational therapy within your organization):

2. System(s) / services in which you practice: ❒ Public sector ❒ Private practice

   ☐ Rehabilitation centre ☐ Outpatient clinic ☐ Hospital
   ☐ Long term care centre ☐ Home care ☐ Day hospital
   ☐ Insurance industry ☐ Community setting ☐ School
   ☐ Other: _____

3. Occupational therapy roles: ❒ Direct care ❒ Indirect care ❒ Consultation ❒ Research
   ❒ Administration ❒ Other: _____

4. Client life span: ❒ Children ❒ Adolescents ❒ Adults ❒ Older adults

Characteristics of Occupational Therapy Services (continued):

5. Client conditions: ❒ Mental health ❒ Physical health ❒ Combined ❒ Other

Please list common client issues:

6. Occupational therapy focus:

Please describe common areas of practice, interventions and programs:

7. Hours of operations: _____

8. Total number of occupational therapists working at/for your site:

❒ Full Time: _____ ❒ Part Time: _____

9. Support personnel (e.g. OTAide, rehab assistant)? ❒ yes ❒ no If yes, how many:_____

Learning Opportunities and Resources for Students:

1. Access to a library (either on or off-site) : ❒ yes ❒ no
2. Internet access: ❒ yes ❒ no
3. Other learning opportunities and resources for students *(please list)*:

   (e.g. interprofessional contacts, field trips, resource binders):

4. Please state your general learning and performance expectations of students (other than the ones from the University) to assist them in preparing for fieldwork education at your site.

Administrative Resources:

1. Orientation session offered upon students arrival:

   ❒ yes ❒ no, it will be available on (*specify date*): _____

2. Space and resources available to students (phone, desk, workstation, etc.):

3. Policies and procedures information available:

   ❒ yes, location: _____

   ❒ no, it will be available on (*specify date*): _____

4. Health and safety policy in place:

   ❒ yes ❒ no, it will be available on *(specify date)*: _____

5. Emergency procedures information available:

   ❒ yes, location: _____

   ❒ no, it will be available on (*specify date*): _____

6. Contingency plan available (for absent fieldwork educator during placement):

   ❒ no, it will be available on *(specify date):* _____

   ❒ yes. Please outline its major characteristics:

Administrative Resources (continued):

7. Continuing education plan in place for occupational therapists on site:

   ❒ no, it will be available on (*specify date*): _____

   ❒ yes. Please outline its major characteristics:

   Please outline your site's continuing education policy or describe how occupational therapists remain current in issues that impact their professional practice. Also, describe use of evidence based practice:

Amenities Available to Students:

1. Cafeteria: ❒ yes ❒ no
2. Kitchen facilities: ❒ microwave oven ❒ refrigerator ❒other: _____
3. Locker: ❒ yes ❒ no
4. Bicycle rack: ❒ yes ❒ no
5. Parking: ❒ yes, cost: _____ ❒ no
6. Public transportation available: ❒ yes ❒ no
7. Other *(please list)*:

   (e.g. accommodation for students)

Site Requirements for Students:

1. Immunization: ❒ yes ❒ no If yes, specify in box below.
2. Criminal / police record check: ❒ yes ❒ no If yes, specify in box below.
3. Dress code: ❒ yes ❒ no If yes, specify in box below.
4. A car is required during placement hours: ❒ yes ❒ no

   ❒ If yes, describe the site "gas reimbursement" policy for OT students, in the box below.

Please specify additional information and/or requirements (e.g. mask fit testing):

Message to Students:

Please add anything else you would like students to know or prepare for prior to starting a placement at your site.

❑ Pre-placement information package sent to student *(e.g. reading list or material, schedule)*: ❒ yes ❒ no

Signatures:

Profile completed by: _____ date: _____
(Name and title)

My organization wishes to offer placements to occupational therapy students from:

❒ my affiliated University ❒ Canadian universities ❒ International O.T. programs

For fieldwork education purposes, I hereby authorize my affiliated university occupational therapy program to forward the information included in the FS-PRO to students and fieldwork coordinators from other occupational therapy programs.

I shall ensure that students will be supervised by qualified occupational therapists that have a minimum of one year of professional experience, and hold credentials with their provincial regulatory body.

Signature: _____ date: _____

Fieldwork Site Profile

Learning Opportunities and Resources

Reflection and feedback form for partnership renewal

Name of program / site: _____

The contents of this page will not be shared with students.

Site representatives will be provided with feedback on their fieldwork education program by the university fieldwork coordinator every 5 years. Fieldwork educators are asked to reflect on this feedback and their own experiences with their fieldwork education program, and then to complete the following form. The information obtained will be used as a basis for discussion by the university fieldwork coordinator and the site representative. The ongoing exchange of this nature will facilitate quality improvement and ongoing partnership in fieldwork education.

Areas for Improvement

(Upon renewal and/or update of FS-PRO)

1. Comment on or suggest improvement to the university's fieldwork education program:

2. Which area of your fieldwork education program needs to be developed and/or improved in order to optimize the overall fieldwork experience?

3. What objectives and plan of action will you be pursuing to improve identified areas?

Form completed by: _____
(Name and title)

Signature: _____ date: _____

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Appendix C: Example of a student site evaluation form

STUDENT REPORT ON FIELDWORK PLACEMENT

Facility:

Program/Service:

Fieldwork preceptor(s):

Date of Placement:

Student:

Students are to complete this form at the midterm and final evaluation periods of the placement and then review and discuss it with the preceptor(s). Student and preceptor signatures are required after discussing the form at both midterm and final. The form must be returned to the University of Toronto fieldwork administrative assistant after the completion of the placement.

INSTRUCTIONS:

- Students are encouraged to provide comments as they are extremely valuable and assist in clarifying ratings. Comments are especially helpful if there is student dissatisfaction.
- Spaces for ratings are indicated at the end of each line. Please mark the appropriate rating box according to the following scale:

> **Fully Agree:** Meaning that the statement completely reflects your experience and this area does not require improvement
> **Agree in Part:** Meaning that the statement only partially reflects your experience and this area requires some improvement
> **Disagree:** Meaning that the statement does not reflect your experience at all and requires much improvement
> **N/A:** Meaning that the statement is not applicable for the setting, placement level, or situation

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ORIENTATION	Midterm			
	Fully Agree	Agree in Part	Disagree	N/A
I was adequately oriented to the facility/organization	☐	☐	☐	☐
I was adequately oriented to the program	☐	☐	☐	☐
I was adequately oriented to staff	☐	☐	☐	☐
I was adequately oriented to the materials, supplies and equipment	☐	☐	☐	☐
I was adequately oriented to emergency and safety procedures	☐	☐	☐	☐
I was adequately oriented to workload measurement	☐	☐	☐	☐
I was adequately oriented to charting/documentation procedures	☐	☐	☐	☐
Comments:				

ORGANIZATIONAL CLIMATE/LEARNING ENVIRONMENT	Midterm				Final			
	Fully Agree	Agree in Part	Disagree	N/A	Fully Agree	Agree in Part	Disagree	N/A
Interaction with other health professionals was available during the placement	☐	☐	☐	☐	☐	☐	☐	☐
Participation as part of the program/department/health care team was encouraged	☐	☐	☐	☐	☐	☐	☐	☐
Library and other learning resources (including staff expertise) was available	☐	☐	☐	☐	☐	☐	☐	☐
The site fieldwork coordinator was helpful in dealing with clinical fieldwork issues	☐	☐	☐	☐	☐	☐	☐	☐
Overall this placement provided the learning experience required to develop basic competency in this area of practice appropriate to my clinical level	☐	☐	☐	☐	☐	☐	☐	☐
Comments at midterm:								
Comments at final:								

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RAPPORT WITH PRECEPTOR	Midterm				Final			
	Fully Agree	Agree in Part	Disagree	N/A	Fully Agree	Agree in Part	Disagree	N/A
My preceptor communicated with me in an effective manner	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor was sensitive to my learning style and adjusted his/her teaching style appropriately	☐	☐	☐	☐	☐	☐	☐	☐
Expectations, roles and responsibilities of a student at my level were discussed with my preceptor as required.	☐	☐	☐	☐	☐	☐	☐	☐
My personal learning objectives were taken into account throughout the placement	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor was available and easily accessible	☐	☐	☐	☐	☐	☐	☐	☐
I felt comfortable asking my preceptor questions	☐	☐	☐	☐	☐	☐	☐	☐
Overall, I feel that I developed good rapport with my preceptor	☐	☐	☐	☐	☐	☐	☐	☐
Comments at midterm:								
Comments at final:								

FACILITATION OF DEVELOPMENT OF CLINICAL REASONING SKILLS	Midterm				Final			
	Fully Agree	Agree in Part	Disagree	N/A	Fully Agree	Agree in Part	Disagree	N/A
My preceptor served as a good role model in the development of my clinical reasoning skills	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor was a good resource for development of my clinical reasoning skills	☐	☐	☐	☐	☐	☐	☐	☐
Appropriate time was scheduled for discussions regarding clinical reasoning and the management of clients	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor provided appropriate opportunities for the progression of my independence and responsibilities	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor encouraged me to critically think through problems	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor encouraged me to develop self-directed learning skills	☐	☐	☐	☐	☐	☐	☐	☐
Comments at midterm:								
Comments at final:								

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LEARNING OPPORTUNITIES	Midterm					Final			
	Fully Agree	Agree in Part	Disagree	N/A		Fully Agree	Agree in Part	Disagree	N/A
My preceptor facilitated the meeting of my learning objectives	☐	☐	☐	☐		☐	☐	☐	☐
The variety of conditions provided a valuable learning experience	☐	☐	☐	☐		☐	☐	☐	☐
My caseload was appropriate (in numbers and complexity) for my level	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice interview skills	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice the administration of assessments and outcome measurements	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice the identification of occupational performance issues	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice the implementation of treatment plans	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice evaluation of treatment plan progression	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice documentation skills	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice skills in discharge planning	☐	☐	☐	☐		☐	☐	☐	☐
There was adequate opportunity to develop and practice appropriate communication with other members of the health care team	☐	☐	☐	☐		☐	☐	☐	☐
Opportunities to attend in-services and or relevant meetings were provided	☐	☐	☐	☐		☐	☐	☐	☐
Comments at midterm:									
Comments at final:									

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FEEDBACK	Midterm				Final			
	Fully Agree	Agree in Part	Disagree	N/A	Fully Agree	Agree in Part	Disagree	N/A
I was provided with timely and appropriate positive feedback and reinforcement	☐	☐	☐	☐	☐	☐	☐	☐
I was provided with timely and appropriate constructive feedback and suggestions for improvement	☐	☐	☐	☐	☐	☐	☐	☐
Appropriate time was scheduled for discussion regarding my progress	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor created an open environment and encouraged me to provide feedback on his/her performance	☐	☐	☐	☐	☐	☐	☐	☐
My preceptor was responsive to my feedback on his/her performance	☐	☐	☐	☐	☐	☐	☐	☐
Comments at midterm:								
Comments at final:								

EVALUATION	Midterm				Final			
	Fully Agree	Agree in Part	Disagree	N/A	Fully Agree	Agree in Part	Disagree	N/A
I feel I was adequately supervised which allowed my preceptor to record a true reflection of my performance on the CBFE-OT evaluation	☐	☐	☐	☐	☐	☐	☐	☐
Evaluations were completed by the pre-determined period	☐	☐	☐	☐	☐	☐	☐	☐
Discussions with my preceptor regarding the evaluations included collaborative plans to improve performance and/or learning opportunities	☐	☐	☐	☐	☐	☐	☐	☐
Comments at midterm:								
Comments at final:								

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The most positive aspects of this placement were:
Some suggestions for enhancing the learning experience are:

FINAL ONLY

Evaluation	Excellent	Very Good	Good	Fair	Poor
Upon completion of this placement, how would you rate this clinical experience?	☐	☐	☐	☐	☐
Overall Comments:					

Midterm Review	Final Signatures
This form was reviewed by and discussed with the following individuals at mid-term:	Student Signature: _____
	Preceptor(s) Signature: _____
	Preceptor(s) Signature: _____
Date:	Date:

Appendix D: Example

Fieldwork educator experience evaluation form

Name of fieldwork educator: _____

Fieldwork site: _____

University: _____

Placement #: ____

Dates of placement: _____

Name of student: _____

1. As a fieldwork educator, I was provided with sufficient information by the University in order to provide a positive learning experience to the student: ❒ Yes ❒ No

Comments / Suggestions for improvement:

2. When I contacted the university fieldwork coordinator for this placement (either before or during), I was satisfied with the information or support I received: ❒ Yes ❒ No

Comments / Suggestions for improvement:

3. I feel the student was well prepared to conduct a placement at that level: ❒ Yes ❒ No

Comments / Suggestions for improvement:

4. Overall, this experience was positive and beneficial: ❒ Yes ❒ No

Please describe, comment or provide suggestions for improvement:

5. Other comments, questions or suggestions to improve partnership and the fieldwork education experience

Signature: _____

Date: _____