

 **POLK STATE COLLEGE**

 **OTA Program**

## Special Projects/Assignments for Fieldworks

The following list contains suggestions to the Fieldwork Educators for special projects/assignments for the students during Level I and II fieldwork affiliations. **Type A projects are appropriate for Level I and II students. Type B** **projects are appropriate for Level II students only.** Educators may assign any other special projects not listed here, as long as the performance expectations are within the student’s academic and fieldwork capabilities/preparation.

# Type A (Levels I and II)

Case studies

Research paper

Interview a team member

In-services on specific topics

Equipment Inventory List for the Department

Any other pertinent project suitable for the practice setting

# Type B (Level II)

Developing and implementing a therapeutic group

Writing a proposal for a new program

Developing and implementing QA studies

Designing floor plans for a new OT department

Designing an adaptive/orthotic device (including the activity analysis study for the device)

Developing a new activity (including the activity analysis study for the activity)

Any other pertinent project suitable for the practice setting

The Fieldwork Educator is to rate the special project/assignment utilizing the “Oral/Written Presentation Grading Criteria Form” included with this list.

# Instruction for the “Oral/Written Project/Assignment Grading Criteria”

1. The form allows for independent grading of oral and/or written projects/assignments.
2. The maximum score for the Oral Project/Assignment section is 35 points
3. The maximum score for the Written Project/Assignment section is 35 points
4. The educator may utilize one section at a time, or both sections depending on the type of presentation to be completed by the student.
5. If using one section only, the *subtotal* score of that particular section becomes the *total* score for the presentation.
6. If using both sections, add the *subtotals* to obtain the *total* score.
7. This aspect of the student’s fieldwork experience comprises 25% of the student’s final grade

*form is available on website*

# Oral/Written Project/Assignment Grading Criteria

**Student’s Name: \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions**: Please circle or place a check mark in the box that corresponds to the student’s performance for each skill indicated.

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| **Written Criteria** |
| **Skills** | **5****Excellent** | **4** **Good** | **3****Satisfactory** | **2****Needs Improvement** | **1****Unsatisfactory** | **N/A** |
| 1. Grammar
 | Writing shows command of grammar, usage, and mechanics; no errors are present. Your documentation will consistently convey professionalism to colleagues. | Writing shows command of grammar, usage, and mechanics; some errors or patterns are present. Your documentation will generally convey professionalism to colleagues. | Writing shows fair command of grammar, usage, and mechanics; some errors are present and are distracting. Your documentation will convey lack of attention to details to colleagues. | Writing shows deficient command of grammar, usage, and mechanics; many errors are present and interfere with understanding. Your documentation will convey mediocrity, lack of professionalism, and deficient language skills. | Poor command of grammar and excessive errors within the text will convey poor language skills and lack of professionalism to colleagues. |  |
| 1. Introduction
 | Introduces topics effectively and clearly; comprehensive data provided. | Introduces topics clearly; substantial data provided. | Introduces some of the topics; adequate data provided. | Introduces some topics; minimal and superficial data provided. | Poor introduction of topics and/or unrelated to content of the document; minimal data provided. |  |
| 1. Appearance
 | Clean, no wrinkles; and/or high quality graphics and/or pictures. Your documentation will consistently convey professionalism to colleagues. | Clean, no wrinkles; acceptable quality of graphics and/or pictures. Your documentation will generally convey professionalism to colleagues. | Some smudges and/or wrinkles; fair quality of graphics/pictures. Your documentation will convey lack of attention to details to colleagues.  | Various smudges and/or wrinkles; poor quality of graphics/pictures. Your documentation will convey mediocrity and lack of professionalism to colleagues. | Several smudges and wrinkles evident throughout the document and/or poor quality graphics/pictures. Your documentation will convey poor professionalism to colleagues. |  |
| 1. Organization
 | Well formatted and organized; consistent fonts; throughout  | Effective formatting and organization | Text has some lapses in unity due to ineffective formatting | Ineffective formatting makes it difficult to follow the information | Ineffective formatting; poor flow. |  |
| 1. Clarity
 | Details enhance and/or clarify the writing; details are vivid and clear. You will be able to communicate with others consistently in a clear manner. | Details enhance and/or clarify the writing; a few small modifications need to be made. You will be able to generally communicate in a clear manner. | Details do not enhance or clarify the writing; there is important information missing. Your audience will have occasional difficulty following your ideas/instructions. | Details do not enhance or clarify the writing; there are not many details included. Your audience will have significant difficulty following your ideas/instructions. | Poor clarity. Your audience will not be able to understand or follow your ideas/instructions. |  |
| **Skills** | **5****Excellent** | 4 Good | **3****Satisfactory** | **2****Needs Improvement** | **1****Unsatisfactory** | **N/A** |
| 1. Depth
 | Extensive, pertinent data and details provided. Your work will convey that thorough efforts were invested in analyzing data.  | Substantial, pertinent data and details provided. Your work will convey that good efforts were invested in analyzing data. | Adequate data; some details provided. Your work will convey that only necessary efforts were invested in analyzing data.  | Superficial data; minimal details provided. Your work will convey that minimal efforts were invested in analyzing data.  | Very superficial data; minimal details. Your work will convey that poor efforts were invested in analyzing data. |  |
| 1. Content of Clinical Theory
 | Rationale for all interventions & conclusions well substantiated by theory and current practice. Your accurate understanding and application of OT theories will allow you to design and develop clinically sound interventions with supervision as needed from your supervisor.  |  | Rationale for the majority of interventions & conclusions substantiated by theory and current practice. You will close guidance from your supervisor in order to develop clinically sound interventions.  |  | Rationale for interventions & conclusions poorly substantiated by theory and current practice. You do not have the required knowledge to design and develop clinically sound interventions. | x |

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| **Oral Criteria** |
| **Skills** | **5****Excellent** | **4** **Good** | **3****Satisfactory** | **2****Needs Improvement** | **1****Unsatisfactory** | **N/A** |
| 1. Speech
 | Student uses a clear voice and correct, precise pronunciation of terms, volume appropriate so that all audience members can hear presentation. Avoids “uhs” and “ums”, Occasionally refers to cue cards | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.  | Student's voice is clear. Several mistakes in pronouncing terms. Only audience in front of room can hear presentation. Occasional use of “uhs” and “ums” Frequently refers to cue cards | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. Reads from cue cards or slides | Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience to hear. Frequent use of “uhs” and “ums” Reads from cue cards or slides |  |
| 1. Introduction
 | Introduces topics effectively and clearly; comprehensive data provided. | Introduces topics clearly; substantial data provided. | Introduces some of the topics; adequate data provided. | Introduces some topics; minimal and superficial data provided. | Poor introduction of topics and/or unrelated to content of the document; minimal data provided. |  |
| 1. Non-verbal communication
 | Relaxed open posture; Frequent eye contact with audience | Relaxed open posture; Occasional eye contact with audience | Closed posture (arms crossed, in pockets, leaning on podium), infrequent eye contact with audience. | Closed posture (arms crossed, in pockets, leaning on podium),Poor eye contact with audience. | Closed posture (arms crossed, in pockets, leaning on podium), no eye contact with audience. |  |
| **Skills** | **5****Excellent** | **4** **Good** | **3****Satisfactory** | **2****Needs Improvement** | **1****Unsatisfactory** | **N/A** |
| 1. Appearance of AV
 | High quality graphics that reinforce and enhance text and presentation topic, creative development, not too much information on slides, appropriate sized font, and easy to follow | Good quality graphics that relate to text and presentation topic. Only a few slides may have too much information, appropriate sized font is used | Fair quality graphics, related to text and presentation topicSeveral slides have too much information or font that is too small | Poor quality graphics, somewhat related to text and presentation topic, most slides have too much information or font that is too small. | Poor quality graphics, unrelated to text and/or presentation, slides have too much information and are difficult to read. |  |
| 1. Presentation design
 | Presentation was dynamic, interactive and creative (able to engage audience to be active listeners, facilitate audience participation, etc) |  | Presentation was somewhat interactive, minimally engaging audience participation |  | Presentation was not interactive and did not engage audience or facilitate audience participation |  |
| 1. Responds to questions
 | Student has full knowledge of subject and is able to answer most questions from audience; student knows how to respond if he/she does not know the answer to a question. | Student has good knowledge of subject; is able to answer some questions from audience, knows how to respond if he/she does not know the answer to a question. | Student has minimal knowledge of subject; is able to answer only basic questions from audience, knows of how to respond if he/she does not know the answer to a question. | Student is uncomfortable with subject matter; may be able to answer only basic questions from audience, unsure of how to respond if he/she does not know the answer to a question. | Student does not understand subject matter, unable to answer basic questions, does not know how to respond if he/she does not know the answer to a question. |  |
| 1. Interest
 | Student displays a high degree of interest in topic being presented  |  | Student displays a fair degree of interest in topic being presented  |  | Student seems disinterested in topic being presented, appears to be just going through the motions.  |  |

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| **Total** | **\_\_\_\_\_\_\_\_\_\_/ 70** |

\_\_\_\_\_\_\_x.25%= \_\_\_\_\_points

**Comments:**