

Competencies evaluated	Legend: (S) Satisfactory, (U) Unsatisfactory		
	S	U	Not evaluated
(1) Communicator: The student establishes an effective dialogue with clients, the supervisor, the professional team and other students.			
<input type="checkbox"/> Demonstrates active listening (promotes open communication and considers different opinions). <input type="checkbox"/> Delivers information in a respectful, thoughtful manner using plain and understandable language. <input type="checkbox"/> Actively offers and provides services in the client's language of choice, adapts communication approach to any communication barriers (e.g. hearing loss, vision loss, inability to communicate verbally, cognitive loss).			
	S	U	Not evaluated
(2) Collaborator: The student contributes effectively to interprofessional and intraprofessional teams, including clients, supervisors and fellow students.			
<input type="checkbox"/> Seeks to understand the roles and responsibilities of the occupational therapist and team members with respect. <input type="checkbox"/> Supports a positive team dynamic (e.g. balance between listening, questions and information sharing, collaboration). <input type="checkbox"/> Respects team ethics, including confidentiality of patient information, resource allocation and professionalism.			
	S	U	Not evaluated
(3) Practice Manager: The student engages responsibly and daily in the development of his or her professional practice.			
<input type="checkbox"/> Manages time/ completes assigned tasks within the time allotted/ informs the supervisor if an alternative is required. <input type="checkbox"/> Meets the expectations identified by the supervisor/manager (e.g. punctuality, absence management, dress code, admits errors, responsibility for own actions, compliance with the rules and ethics of the setting, etc.)			
	S	U	Not evaluated
(4) Change Agent: The student develops a sense of awareness in order to advocate occupational potential, occupational performance and occupational engagement of clients.			
<input type="checkbox"/> Seeks to understand the balance between the ethical and professional issues inherent in client advocacy, including altruism, integrity, autonomy, social justice and idealism. <input type="checkbox"/> Gains awareness of the determinants of health of the clients (e.g. barriers to access services and resources).			
	S	U	Not evaluated
(5) Scholarly Practitioner: The student enhances personal competence through ongoing learning.			
<input type="checkbox"/> Demonstrates self-examination and professional inquisitiveness through questions and information seeking. <input type="checkbox"/> Becomes aware of personal reactions to disabilities/suffering, his or her strengths, limitations and progress (e.g. journal).			
	S	U	Not evaluated
(6) Professional: The student adapts to the diversity of clients and the team, for ethical practice and in compliance with the standards of practice of the profession (related to the observation placement).			
<input type="checkbox"/> Shows appropriate professional behaviours (e.g. honesty, integrity, compassion, respect and altruism). <input type="checkbox"/> Introduces self, including name, title and credentials (e.g. student OT on a placement). <input type="checkbox"/> Maintains appropriate relationships and professional boundaries with clients. <input type="checkbox"/> Adheres to hygiene and occupational health and safety standards of practice. <input type="checkbox"/> Respects diversity, including the effects of age, sex, religion, sexual orientation, ethnicity, cultural beliefs and abilities on engagement and shared decision-making.			

Space for comments on the back of this page (optional).

Number of placement days in attendance: _____

- I agree with the supervisor's evaluation of my performance.
 I do not agree with the supervisor's evaluation of my performance.

 Student's signature

 Date

 Supervisor's signature

