Fieldwork Leadership

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Responsibilities:
• Manages and advises students for all Level I and Level II experiences
• Manages Fieldwork site selection and contracts
• Advises and consults with fieldwork site educators/supervisors
• Instructs and supervises the FW Seminars
• Responsible for management of any FW issues and communication

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Responsibilities
• Communicates with students about general fieldwork information for Level I and Level I experiences
• Manages Level I paperwork, assists with the lottery, and the scheduling of experiences
• Maintains fieldwork database, fieldwork email site, One45, and all records related to fieldwork.
• Assists the Academic Fieldwork Coordinator with contract renewals and processing
• Responsible for the Fieldwork files.
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Introduction to Fieldwork

Augusta University (AU) Department of Occupational Therapy (OT) fieldwork goals are to provide practice based learning experiences that allow for

- Application of knowledge in meaningful occupations across the lifespan
- Development of an understanding of the needs of clients and family members in providing evidence based care
- Opportunities to develop competencies required for a generalist OT.
- Expose the student to a variety of practice settings, documentation and reimbursement systems, and application of the profession’s theoretical tenets and frames of reference
- Mentorship of the development of personal leadership, advocacy, and cultural competence characteristics
- Development of a strong personal code of ethics and professional development responsibilities

What is Fieldwork?

The American Occupational Therapy Association (AOTA) defines fieldwork as practice based learning experiences that develop the students’ integration of classroom knowledge and laboratory skills. The profession uses the term fieldwork instead of internships or clinical rotations as the (OT) profession provides service in diverse sites outside of traditional hospital or medical model settings. OTs provide intervention services or practice in various community settings, rehabilitation centers, out-patient settings, school systems, private practice, long term care centers, in work and industrial settings, and in private homes.

Fieldwork experiences are designed to encompass a range of OT services. These experiences allow the student to try out concepts learned in the classroom or the laboratory. Each fieldwork experience is designed to progressively build on previous skills and knowledge. Augusta University (AU) OT curriculum design provides fieldwork experiences during each semester of the Master of Health Science (MHS) in OT program. The AU OT’s curriculum design and learning activities include supportive experiential learning experiences that progress the students’ level of knowledge, skills, and values for entry level competence. The Accreditation Council for Occupational Therapy Education (ACOTE, 2011) specifies fieldwork requirements for all students. The requirements are divided into two major classifications: Level I and Level II fieldwork experiences. The integration of Level I and Level II experiences can be symbolized as stepping stones toward competency.
Fieldwork: The Relationship to the Curriculum

OT Curriculum Model:
Developing Life Long Professional Competence

The AU Department of OT’s Curriculum Design provides fieldwork experiences and field laboratory experiences across the curriculum. The field laboratory experiences are not substituted for the required Level I experiences. Fieldwork is offered throughout the curriculum and is an essential thread of the curriculum design to develop competent entry level therapists and an OT graduate that successfully assumes leadership, advocacy, and life-long learning responsibilities.
Fieldwork Supervision Guidelines for Fieldwork Educators

One of the most frequently asked questions regarding fieldwork revolves around the provision of supervision for students. There is no definite answer as each student, each site, each client, and each fieldwork educator relationship is vastly different. Below are many resources to reference to determine the appropriate level of supervision for fieldwork. Overall, Level II fieldwork should progress from direct forms of supervision to less direct as appropriate for the setting, severity of the client’s condition and the ability of the student. If this progression is not occurring the fieldwork educator should contact the Academic Fieldwork Coordinator to discuss student learning goals, objectives and other tools to facilitate student growth.

In addition to the following information, resources, and references, fieldwork educators must check their own state licensure laws regarding supervision of OT students. Third party payer sources may also have requirements regarding reimbursement for services provide by students.

The Accreditation Council for Occupational Therapy Education (ACOTE) Standards and Guidelines, 2011 describes Fieldwork Education as a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences are implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision of a qualified OT practitioner serving as a role mode (Standard C 1.0, p. 33).

General Fieldwork Guidelines

- ACOTE requires the Department of Occupational Therapy to document the criteria and process for selecting the fieldwork sites (ACOTE Standard C.1.2).
- The fieldwork program should reflect the sequence and scope of the curriculum, and should be designed in collaboration with the faculty to ensure that fieldwork experiences strengthen ties between didactic and fieldwork education (ACOTE C.1.1)
- Each fieldwork site selected by the Department of Occupational Therapy must be equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators that are able to effectively meet the learning needs of the students.
- The Academic Fieldwork Coordinator is responsible for fostering the links between the fieldwork site and the didactic aspects of the curriculum. The Academic Fieldwork Coordinator will communicate the Department of Occupational Therapy’s curriculum to fieldwork educators, and is responsible for maintaining the fieldwork contracts and site date for all Level I and Level II fieldwork placements (ACOTE Standard).
- Collaboration between the academic and fieldwork educators is required for establishing fieldwork objectives. This process includes the identification of site requirements, and communication regarding the student(s)’ progress and performance during fieldwork.
• At least one fieldwork experience focuses on psychological and social factors that influence engagement in occupation (ACOTE Standard C.1.7)

• The Department of Occupational Therapy has a FW policy to ensure student compliance with the fieldwork site’s health requirements prior to fieldwork placement (ACOTE Standard C.1.2)

• It is important to ensure the number of fieldwork educators to student(s) allows for proper supervision and the ability to frequently assess the student(s) progress in achieving the stated fieldwork objectives (ACOTE Standard C.1.4).

• All fieldwork sites must have an active contract or memorandum of understanding. The Department of Occupational Therapy’s contracts must be renewed every three years. All contracts must be signed by AU and the fieldwork site’s authorizing authority. Electronic contracts are now acceptable (ACOTE Standard C.1.6)

Level I Guidelines

ACOTE describes the goal of Level I experiences is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop understanding of the needs of clients (ACOTE Standards, 2011)

• Level I fieldwork is integral to the program’s curriculum design and includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process (ACOTE Standard C.1.8).

• The Department of Occupational Therapy will ensure that qualified personnel supervise Level I fieldwork (ACOTE Standard C.1.9).

• All Level I experiences are documented and do not replace the Level II requirements in any manner. Student experiences are documented, including mechanisms for formal evaluation of student performance (ACOTE Standard C.1.10).

Level II Guidelines

ACOTE describes the goal of Level II experiences is to develop competent, entry level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and include in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings (2011).

• All Level II experiences must be designed to promote the student’s clinical reasoning and reflective practice. These experiences should allow for the integration of values and beliefs that enable ethical practice, allow for the development of professionalism and competence in roles and responsibilities (ACOTE Standard C1.11).

• All Level II experiences must be consistent with the Department of Occupational Therapy’s curriculum design and emphasize engagement in occupation based experiences that are
evidence based, client and family centered, and culturally diverse. The Fieldwork experience should allow for assessment and intervention of performance contexts, roles, and values including psychosocial factors influencing meaning and relevancy to the client.

- Level II Fieldwork placements should occur in traditional and/or emerging settings which are consistent with the curriculum design (ACOTE Standard C1.12)
- Psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes (ACOTE Standard C1.12)
- The Department of Occupational Therapy’s fieldwork is designed to allow the students to fully participate in two Level II experiences for a minimum of 12 weeks for each of two Level II rotations. At times, a student may be permitted to complete 24 weeks of Level II in one facility if there are more than one practice areas within the setting. Level II experiences will not be completed in more than 4 settings (ACOTE Standard C1.12)
- Level II fieldwork is a minimum of 24 weeks of full time fieldwork. This may be completed part time as long as it is at least 50% FTE and is usual and customary personnel policy for that setting (ACOTE Standard C1.13)
- All Fieldwork Level II supervisors must hold a current license or be a credentialed Occupational Therapist with a minimum of one year of practice experience subsequent to initial certification. All fieldwork supervisors must be adequately prepared to serve as a fieldwork supervisor (ACOTE Standard C1.14)
- The Department of Occupational Therapy will require the following mechanism for evaluation of effective supervision: completion of the AOTA Student Evaluation of Fieldwork Experience (SEFWE) by the specified timelines (ACOTE Standard C1.15)
- Student performance is evaluated at midterm (six weeks) and at the completion of the rotation (week 12) by the Fieldwork Educator(s) using the AOTA Fieldwork Performance Evaluation of the Occupational Therapy Student form (ACOTE Standard C1.18)

Responsibilities & Qualifications of the Fieldwork Educator

- Protection of the Consumer:
  It is the fieldwork educator’s role to protect the consumers of OT services at all times. The fieldwork educator will provide the appropriate level of supervision to facilitate the student’s growth and development and to meet the client’s needs. The supervisor will provide appropriate learning experiences for the student and role model the professional values, ethics, and skills for a professional OT.
- Fieldwork Educator’s Credentials:
  The Department of Occupational Therapy does not place Level II students in any facility that does not have a qualified OTR/L educator with at least one year of practice experience.
- Completion of the Required Evaluation:
  All evaluations must be completed within specified timelines. Midterm occurs at the 6 week interval and the final evaluation occurs at the end of the 12 week experience. The Department of Occupational Therapy uses the AOTA Fieldwork Performance Evaluation for
the Occupational Therapy Student Evaluation form. The evaluation forms will be provided in paper and electronic format.

- **International Fieldwork:**
  All international fieldwork experiences must be supervised by an OT that has graduated from a World Federation of Occupational Therapy approved program and has a minimum of 3 years’ experience in practice. This fieldwork experience will not exceed 12 weeks. The Department of Occupational Therapy considers the international experience a special elective fieldwork and is an additional experience to the two required Level II rotations.

**Additional Readings for Fieldwork Supervision**


Commission on Practice (2010). Practice Advisory: Services Provided by Students in Fieldwork Level II Settings. Retrieved from https://webcache.googleusercontent.com/search?q=cache:3zMvpVIp0soJ:https://www.aota.org//media/Corporate/Files/EducationCareers/Educators/Fieldwork/StuSuprvsn/Practice%2520Advisory%2520Services%2520provided%2520by%2520students%2520in%2520Fieldwork%2520Level%2520II%2520final.pdf+&cd=1&hl=en&ct=clnk&gl=us


Essential Elements of Fieldwork Site Selection

Compatibility with the AU Department of OT Curriculum Design

Many of the ACOTE Fieldwork Standards address the compatibility of the fieldwork site with the academic educational program’s curriculum design. The following addresses key elements that are minimum requirements for fieldwork site selection. Sites are encouraged to use this form to self-evaluate the strengths of their student’s program.

Does Your Site Match AU Department of Occupational Therapy’s Curriculum Design?

Do you Offer:

☑ Occupation based evaluations and interventions that are linked to current professional evidence?
☑ Effective interdisciplinary professional teams dedicated to client and family centered care?
☑ Exposure to culturally competent intervention methods to enhance respect for diverse populations?
☑ Use of professional evidence to design and implement current and effective services and outcomes?

Developing Your Fieldwork Objectives

The Academic Fieldwork Coordinator will work with the site to develop learning experiences that meet the minimum criteria in terms of learning objectives, learning experiences, expectations, etc. Appendix C offers sample FW objectives that are compatible with the Department of Occupational Therapy’s curriculum design that may be helpful in designing appropriate fieldwork site objectives and learning activities. If a fieldwork site cannot meet the established compatibility criteria it would not be in the learner’s or the fieldwork site’s best interest to place a student in this setting.
Fieldwork Professional Development and Continuing Education Units
AU OT program offers CE events on a regular basis that will assist a facility to be fully compliant with ACOTE’s fieldwork criteria for a quality Level II experience. AU considers fieldwork support a professional responsibility to assist facilities to meet the stated criteria.

The Fieldwork Contractual Process
ACOTE requires that fieldwork contracts or a memorandum of understanding be updated every 5 years. However, AU, School of Allied Health Sciences and the Department of Occupational Therapy require all contracts be updated every three years. The AU renewal process can take up to 3-4 months therefore the Academic Fieldwork Coordinator and Fieldwork Staff will initiate the contract renewal process at the 6 month timeline to ensure completion of the contract prior to the fieldwork lottery selection process. Electronic copies of the contract process are acceptable.

The Fieldwork Data Form
In order for students to be placed in a facility, the fieldwork site must have an updated Fieldwork Data Form on file in the site folder. These fieldwork data forms allow the Department of Occupational Therapy to ensure that the facility continues to have qualified supervisors and that the philosophy of the fieldwork site remains compatible with the Department’s curriculum design. The compatibility with the curriculum protects the clients, students, facility, and AU. Fieldwork educators are referred to Appendix H: Fieldwork Data Form. In busy healthcare systems, this form needs to be updated at least every two years, as staffing and philosophies change.

Fieldwork Learning Objectives
Level I: Appendix G refers to the Fieldwork Level I Courses Syllabi and the related learning objectives and evaluation forms. The Department of Occupational Therapy develops the Level I Learning Objectives for the fieldwork experiences throughout the curriculum. These objectives provide a progression of knowledge and skills.

Level II: Appendix C refers to AU’s Level II fieldwork objectives, to ensure knowledge of AU students learning objectives are congruent with site specific learning objectives.

Level II experiences guide the student toward entry level competence. The Department of Occupational Therapy will need a completed copy of each fieldwork sites’ Level II fieldwork objectives and learning assignments. If assistance is needed to create Site Specific Learning objectives, an example has been provided in Appendix B. These may be provided with the submission of the Fieldwork Data Form.
Roles of a Fieldwork Educator and Academic Fieldwork Coordinator

The Contract:
The Fieldwork Educator will work with the Academic Fieldwork Coordinator to ensure the contract is valid, an updated Fieldwork Data Form is on file, learning objectives compatible with the Department’s curriculum design are established, and learning activities to meet the objectives are designed. The Academic Fieldwork Coordinator is also responsible to ensure the appropriate level of supervision is provided to the student. The Fieldwork Data Form is submitted at least every three years. The Fieldwork Educator works directly with the Academic Fieldwork Coordinator to ensure the fieldwork contract is updated every three years (ACOTE Standard and AU SAHS Clinical Contracts Policy).

Quality of the Fieldwork Experiences:
The Fieldwork Educator will ensure the quality of the fieldwork experiences, adherence to all Standards, and submit the paperwork regarding student performances within specified timelines. The Fieldwork Educator must ensure that the site is prepared to offer the OT student a quality experience that reflects the sequence, depth, focus, and scope of content of the AU OT curriculum design.

Communications:
The Academic Fieldwork Coordinator will work closely with the Fieldwork Educator and the student(s) regarding any conflicts, concerns, or performance issues. Working with the AU Academic Fieldwork Coordinator ensures the setting is able to meet the curriculum goals and provide appropriate educational experiences to meet the learning needs of the students.

Effective Partnership with AU:
Collaboration with the Academic Fieldwork Coordinator ensures a full understanding of the AU OT curriculum, effective collaborative communication, maintenance of fieldwork contracts, and update site data prior to fieldwork placements (ACOTE Standard B.10.4). Collaboration with the Academic Fieldwork Coordinator in the development of site specific fieldwork objectives, identification of site requirements, and communicating with the student and Fieldwork Educator about the student’s progress and performance during fieldwork is essential.
Student Requirements:
The Fieldwork Educator specifies all student requirements prior to placement. This may include: background checks, drug screening, completing of HIPPA training & orientation, as well as other health requirements and site specific documents.

Adequate Supervision:
The Fieldwork Educator/Coordinator notifies the Department of Occupational Therapy if the ratio of fieldwork educators to student numbers is not sufficient for a quality fieldwork experience and could compromise attainment of the specified learning objectives. The Fieldwork Educator ensures the quality of the supervisory experience including qualifications of the Fieldwork Educator(s) and the student’s feedback and mentorship throughout the experience. The Fieldwork Educator designs quality fieldwork experiences and learning activities to ensure the development of the student’s professionalism and competence. The facility and the Fieldwork Educator ensure qualified supervision by a credentialed/licensed OT that has a minimum of 1 year experience.

Student Evaluations:
The Fieldwork Educator provides timely documentation of the student’s performances and ensures notification of any difficulties or issues to the Academic Fieldwork Coordinator. The Educator will also submit the required evaluations to the Department of Occupational Therapy within specified timelines. The Educator will communicate and implement an evaluation mechanism that enhances supervision within the respective facility.

Student Experiences:
The fieldwork experiences foster client centered, meaningful, occupation based outcomes that are considerate of performance factors including cultural diversity, psychosocial, and socioeconomic factors (ACOTE Standard, B.10.15). The Fieldwork Educator will provide the Department of Occupational Therapy with a documented plan for provision of OT services and supervision by a currently licensed or credentialed OT with at least one year of professional experience for Level II student experiences. The Academic Fieldwork Coordinator and the Fieldwork Educator ensure that a qualified supervisor is available, via a variety of methods, to the student during all working hours.

Ethical and Quality Professional Role Models:
The Fieldwork Educator ensures the setting and its respective personnel role model appropriate OT scope of practice within AOTA’s Standards of Practice, the Role Delineation for Occupational Therapists and Occupational Therapy Assistants, and the AOTA Code of Ethics.
The Fieldwork Education Experience

Fieldwork Orientation & Objectives

1. Student Orientation: Serving as a fieldwork educator can offer an exciting challenge for professional development.
2. Communication of expectations is the essential first step of successful supervision.
3. Sites are encouraged to develop a Student Orientation process and training protocol.

Fieldwork Educator’s Resources:

AOTA’s web site has numerous resources for fieldwork development and supervision (https://www.aota.org/Education-Careers/Fieldwork.aspx). AOTA’s web site also provides pdf copies of fieldwork forms, as well as valuable resources for both Fieldwork Educators and Academic Fieldwork Coordinators. The ACOTE Standards are accessible on the web site to delineate accreditation expectations for fieldwork sites.

A Self-Assessment Tool for the Fieldwork Educator:

This tool is for Fieldwork Educators and Supervisors to evaluate personal knowledge and skills related to competency in professional practice, education, supervision, evaluation, and administration. The assessment tool is cited as a good professional development mechanism. AOTA also offers a web-based on-line course to enhance quality fieldwork experiences.

Using Fieldwork Performance Evaluation Forms: An Interactive Approach:

The goal of the AOTA course is to introduce the standard fieldwork tool used to evaluate student performance. Needed supervisor skills include:

1. Mentorship: Mentorship input for constructive communication skills, interpersonal skills, resolving conflict, and providing clear, concise explanations are essential.
2. Coaching: The ability to coach the student and give timely feedback to develop the student’s knowledge and skills is important. The ability to recognize that every student is unique and students are not able to clone the fieldwork supervisor’s behaviors. Each learner should be encouraged to develop leadership and advocacy skills.
3. Fostering Student Professionalism: The goal would be to develop the student’s professionalism by setting an excellent example and encouraging the student to enhance their therapeutic use of self through reflective practice. Fieldwork Educators serve as role models and mentors of ethical practice, respect for everyone, and appreciation of diversity.
4. Feedback Sessions: Scheduling weekly meetings with the student is imperative to discuss progress and allow time for questions. The meetings should include feedback as to what went well and provide constructive input on any needed areas of improvement. The feedback shapes the student’s professional growth and development. Provide timelines and expectations directly at first and then allow the student to gain
independence in these areas. A fieldwork educator is not expected to know everything, only to have the ability to guide the pathway to the answers (Glassman, S., 2006).

Fieldwork Site Manual:
Each fieldwork site should develop a fieldwork orientation notebook or manual that includes the following information:

- The Mission and Purpose of your facility.
- The site’s fieldwork learning objectives that are linked to the ACOTE Standards and AU Department of Occupational Therapy key curriculum design concepts. The Department of Occupational Therapy has developed sample Level II objectives to guide its fieldwork placement sites in developing site specific objectives that strive to fulfill AOTA Excellence in Fieldwork Criteria. The Department of Occupational Therapy’s curriculum design promotes the following key concepts:
  1. Evidence based practice critical reasoning to guide occupation based interventions, methods, adaptations, technologies, and orthoses.
  2. Participation in effective interdisciplinary team approaches.
  3. Exposure to diverse cultures and populations.
  4. Promotion of client and family centered care for assessment, goal setting, intervention, and discharge planning.
  5. Development of effective teaching and learning for quality discharge education and client reintegration to the community or discharge environment.
  6. Ability to appropriately supervise aides or assistants and participate as an effective member of an interdisciplinary team.
  7. Use of assistive technology, adaptive equipment and orthoses to enhance participation in meaningful occupations.

NOTE: Refer to Appendix C for sample Level II Fieldwork Objectives to assist in completing the site specific fieldwork objectives. The AU OT program is available to help complete this process and required component.

The Academic Fieldwork Coordinator
The Representative Assembly in 2005 charged the President of AOTA to develop an ad hoc committee to make recommendations for developing resources for fieldwork educators and to develop a vision for OT fieldwork excellence. Fieldwork has been described as the “primary driver in transforming practice as we approach the centennial year 2017” Costa, 2007. Fieldwork is the essential link to develop future OT practitioners. The OT profession has placed significant importance on evidence based practice. This focus needs to extend to the fieldwork site with a collaborative research agenda being developed between the educational programs and practitioners. This model will develop practice scholars. The profession is mobilizing a Decade of Fieldwork to activate the Centennial Vision by developing processes and resources for fieldwork preparation and supervision competence. Four foundational values of fieldwork are needed to accomplish this initiative:
1. An evidence-based approach to the development of fieldwork resources and expectations.
2. Collaboration and integration between practice settings and academia.
3. A commitment to a lifelong learning journey of discovery.
4. A commitment to excellence through recognizing attainment and achievement.

_This process advocates for the following key development areas:_
1. Apply current evidence to practice according to role expectations.
2. Demonstrate occupation based approaches to practice.
3. Contribute to the scholarship of practice.
4. Commitment to the ongoing education of OT students.
5. Engagement in reflective practice as a mechanism for personal and professional growth.
6. Recognize and respond to the development of role-emerging practice settings (Costa, 2007).

**Strategies for Effective Supervision**

**FWPE: Fieldwork Performance Evaluation of the Occupational Therapy Student**
Within your facility, describe week by week expectations related to learning experiences, responsibilities, caseload expectations, documentation and billing, participation in team meetings or care planning. Documentation of these expectations guide a successful fieldwork experience for clients, the facility and for the student. These efforts allow for the student to realize the expectations and work toward accomplishment. The supervisor is expected to evaluate the student using the FWPE at the middle of the Level II rotation (6 weeks) and then again at the end of the 12 week experience. These evaluations may be completed on One45 or by paper within the specified timeline. The Department of Occupational Therapy will send out electronic reminders that the evaluation is due. The Fieldwork Educator and the Student will receive these reminders.

AOTA offers a continuing education program, Fieldwork Educators Certificate Program to enhance the fieldwork supervision process. More information, including upcoming training sessions can be found at [http://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx](http://www.aota.org/Education-Careers/Fieldwork/Workshop.aspx)

**Communication Strategies between the Practice Setting and the Academic Setting**

The Academic Fieldwork Coordinator should be contacted for any difficulties concerning the student. Fieldwork Educators should be assured that the student has been prepared for practice experiences from an academic standpoint. These educational efforts include documentation and billing. The student does need the hands on experiences, the opportunity to develop the application of complex reasoning, and the ability to gain confidence and independence.

Fieldwork Educators should feel free to call or email the Academic Fieldwork Coordinator for guidance or to communicate any questions or issues that arise. Fieldwork education is a partnership between the fieldwork site and AU Department of Occupational Therapy. Partnerships require communication and collaboration.
The Student’s Assessment of the Experience

Student’s Evaluation of the Fieldwork Experience (SEFWE):
The Student will evaluate the supervisor and the experience at the end of the fieldwork rotation (12 weeks). The evaluation will be signed by the student and the Fieldwork Educator or checked as shared on the One45 electronic evaluation system. The student’s evaluation will describe the strengths of the experience and any suggestions for improvement. The student’s evaluation will also provide feedback to the AU Department of Occupational Therapy as to academic readiness of the student for the fieldwork experience and expectations of the site.

Student assessment or feedback sessions should involve weekly meetings. The Fieldwork Educators should describe what is going well and provide constructive feedback for targeted areas of improvement. Fieldwork Educators should coach the students to accept feedback and to embrace strategies for improvement. Offering resources to guide the student’s learning and eventual success is necessary. The fieldwork rotation is a learning process. Feedback and coaching are essential elements to successfully obtain professional outcomes and ensure entry level competencies.

AU is Going Green

One45 is an electronic software system used by the AU that allows for posting of all learning experiences as well as providing all fieldwork evaluation forms. It contains the FOSTER requirements, student profiles, facility information and the Fieldwork Evaluation Forms. Fieldwork Educators and students are asked to complete the evaluations within One45. The amount of paper, ink cartridges, and mailing will significantly protect valued environmental resources. The students will be able to print out a paper version of the evaluation if you are unable to complete the electronic version; however we strongly encourage you to join us in the conservation process by using One45. Students or the Fieldwork Assistant will be able to guide you through the process.

Thank you for considering this request.

Student Information

The following section of the manual is the Student Fieldwork Manual. This is available for the site, and fieldwork educator, to determine the information which has been provided to the student(s) prior to fieldwork.
Level I Fieldwork

The goal of Level I experiences is to introduce the OT student to the fieldwork experience, to apply knowledge to practice, and to develop understanding of clients (ACOTE Standards, 2006). The AOTA Standards describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process." Level I Fieldwork experiences allow OT students supervised practical client experiences that are integrated throughout the curriculum.

The AU OT program will ensure that students are supervised by qualified personnel during each Level I experience. Level I supervisors may include, but are not limited to, currently licensed OT and OTAs, psychologists, physician assistants, teachers, social workers, nurses and other appropriate health care professionals. Students should contact the AFWC immediately if they have any questions or concerns about the ability of their assigned supervisor to provide Level I FW education.

Beginning the first semester of the MHSOT program, fieldwork experiences provide real life exposure to the concepts learned in class and laboratory sessions. These experiences are typically in 1 week segments and multiple rotations occur some semesters. No Level I experience can be substituted as a Level II experience. The Level I fieldwork experiences are scheduled as follows.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Semester/Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHP 6000</td>
<td>OT Process Fieldwork</td>
<td>Summer/Year 1</td>
<td>1</td>
</tr>
<tr>
<td>OTHP 6001</td>
<td>Mental Health Fieldwork</td>
<td>Fall/Year 1</td>
<td>1</td>
</tr>
<tr>
<td>OTHP 6002</td>
<td>Geriatric Fieldwork; Pediatric Fieldwork</td>
<td>Spring/ Year 2</td>
<td>2</td>
</tr>
<tr>
<td>OTHP 6003</td>
<td>Adult Fieldwork; Camp Fieldwork</td>
<td>Summer/Year 2</td>
<td>2</td>
</tr>
</tbody>
</table>

Your professional rotations are scheduled ahead of time by the department, often a full year in advance. These dates are not flexible because of your class schedule and deadlines for grades to be turned in to the registrar. If you are planning family vacations, weddings, or other events you will need to work around the dates provided OR submit a Special Consideration Form prior to the Fieldwork Lottery. Adjustment to fieldwork dates will NOT be made after confirmation has been secured.
Level I Fieldwork Eligibility

Students must exhibit the professional characteristics and abilities to assume full responsibility for client care in order to be cleared for fieldwork eligibility. Students must be able to fully attend to the clients’ needs at all time. If the student is experiencing personal or health issues that interfere with this level of professional focus, the student will be removed from the fieldwork site until such time that it is clear the student’s primary focus is quality care delivery. Clearance to resume the fieldwork experience requires the permission of the Chair of the Department of OT and the Academic Fieldwork Coordinator. Clearance to return to Fieldwork may be required from a physician along with the student re-signing the Technical Standards attesting to their ability to return to the curriculum.

Students must also be in good professional standing to attend fieldwork experiences. Students must receive at least a ~65% on the First Clinical Experience FW Professional Behavior Checklist in order to attend the next level one fieldwork. Also, for the first fieldwork experience, students must be in good professional standing with faculty and staff in order to attend the first level one fieldwork. Thereafter the student must receive at least a ~70% on the FW Professional Behavior Checklist in order to attend subsequent level one fieldworks. If a student does not obtain the required percentage, the student may not be able to attend fieldwork at the designated time and will be required to remediate professional sessions with faculty and their advisor. After obtaining of the needed points, the student may attend fieldwork, possibly noting an off-track status or missed fieldwork experience. Fieldwork will be completed as available during times open to sites and not during regular class times. This may mean attending weekend or holiday fieldwork opportunities. It may also result in a loss of a level one fieldwork experience. See Policy 16.0. Student Dress Code found in the Student Handbook.

Level I Fieldwork Placement Process

Students will be placed at various sites throughout the Southeast for level I FW experiences. Students should be prepared to travel for level I FW’s out of the state of Georgia, up to a 5-6 hour drive. Students will be placed by the AFWC approximately 4-6 weeks before the FW experience. See FW Policy 4.0. Student Fieldwork: Placement Process for Level I and Level II Fieldwork Experiences on page 21 in the Student Fieldwork Manual.
Level I Fieldwork Attendance

Level I Fieldwork at AU is usually completed during one week assignments. Students are expected to complete 32-40 hours during the week (based upon full time expectations at the site). Some sites, such as community placements and schools, may have different time requirements and must be pre-approved by the Academic Fieldwork Coordinator. If the required number of hours are not met, the student will receive a failing grade. It is the student’s responsibility to ensure that the time commitment has been met. Any time missed during Level I FW must be made up before a final grade will be assigned.

Students are expected to work the hours of their supervisor. The only exception is if the student will be observing other disciplines during the day. Students may not negotiate to come in later or leaving earlier than scheduled as this will prevent the completion of the required number of hours.

Level I Grading

Assignments and Expectations
Each level I experience is linked to a curriculum theme in the OT program. Students are given assignments to complete during the fieldwork experience. It is the student’s responsibility to communicate the specific assignment needs to the fieldwork supervisor. In the event that the student is unable to meet the requirements of an assignment, the student should communicate this to the course faculty to develop an alternative assignment.

Level I Fieldwork Grading
Grading for FW is clearly identified in each FW experiences’ syllabus. Please refer to the syllabi for more information on FW grading.

Level II Fieldwork Experiences

ACOTE’s 20011 Standards describes the purpose of Level II experiences...to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services (ACOTE Standards, 2011).

Augusta University’s Master of Health Science in OT program supports the ACOTE purpose and Standards. At AU, the Level II experiences include a minimum of two 12 week full time
experiences for comprehensive exposure to a variety of clients and learning experiences. Students are placed in settings to foster diverse experience for preparation of a generalist. All AU OT students must complete at least one Level II FW in a physical disabilities setting. Optional elective fieldwork experiences are also possible in a setting with a specific client population of the student’s choice.

For Level II experiences, the Department of OT ensures that students are supervised by a currently licensed or credentialed OT with a minimum of 1 year of practice experience and provides documentation to the Department of OT outlining adequate preparation to serve as a fieldwork educator (ACOTE Standard, C1.14).

The Department of OT will ensure that any Level II experience outside of the United States is supervised by an OT who has graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice. International fieldwork must not exceed 12 weeks. Fieldwork Educators may be engaged by the fieldwork site or by Augusta University.

AU Department of OT provides education opportunities as able to help adequately prepare fieldwork educators for success; each year a FW packet is submitted to sites accepting students with general information to assist in student success and supervision while at the site. Student evaluation of the fieldwork experience provides the department with feedback to evaluate the effectiveness of supervision; supervision is also assessed by the AFWC at varying intervals throughout the students level II FW experience. (ACOTE Standard C1.15).

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Semester/Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHP 7009</td>
<td>Level II Fieldwork A</td>
<td>12 weeks. Approx dates Are 9/16 -12/6</td>
<td>9 credits</td>
</tr>
<tr>
<td>OTHP 7010</td>
<td>Level II Fieldwork B</td>
<td>12 weeks. Approx dates are 1/13-4/3</td>
<td>9 credits</td>
</tr>
<tr>
<td>OTHP 7011</td>
<td>Optional Level II Fieldwork Specialty</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

Your professional rotations are scheduled ahead of time by the department, often a full year in advance. These dates are not flexible because of deadlines to the registrar for grades and graduation.

**Level II Fieldwork Eligibility**

Students must be in good academic standing to attend fieldwork experiences, including having no incomplete grades. Students who have not completed all pre-requisite academic coursework
will not be permitted to attend Level II FW except in unusual circumstances with the permission of the AFWC and the Chair. All fieldwork experiences must be successfully completed within 24 months of completing the didactic course work.

Students must exhibit the professional characteristics and abilities to assume full responsibility for client care in order to be cleared for fieldwork eligibility. Students must be able to fully attend to the clients’ needs at all time. If the student is experiencing personal or health issues that interfere with this level of professional focus, the student will be removed from the fieldwork site until such time that it is clear the student’s primary focus is quality care delivery. Clearance to resume the fieldwork experience requires the permission of the Chair of the Department of OT and the Academic Fieldwork Coordinator. Clearance to return to Fieldwork may be required from a physician along with the student re-signing the Technical Standards attesting to their ability to successfully complete the curriculum.

Students must also be in good professional standing to attend fieldwork experiences. This requires receiving a minimum score of 65-70% on the FW Professional Behavior Checklist completed while on previous level one fieldworks. If a student does not obtain this score, they will have to complete remediation coursework surrounding professionalism, complete an additional FW experience, and attend other sessions as needed and deemed by faculty. After completion of remediation, the student may then be considered for Level II FW placement.

Note this may result in an off-track status, delaying graduation from this program. If a student is unable to satisfactorily pass level I FW experiences, with remediation as needed, the student may be suspended or dismissed from the program. Students with consistently unsatisfactory professional behavior scores may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue.

**Level II Fieldwork Placement Process**

The occupational therapy program maintains affiliation agreements with facilities in Georgia and across the United States. Placement at sites requires careful consideration of many factors including personal attributes, clinical abilities, interest in areas of practice, and geographic location. Students should be prepared to complete fieldwork in geographic locations other than Georgia during both Level I and Level II fieldwork experiences. The Academic Fieldwork Coordinator consults with students for selecting appropriate fieldwork sites; consultation will consist of discussing options for settings, populations, and geographical locations within the state of Georgia and at least 2 other states. Fieldwork folders are available for student review and include general information about the facility as well as evaluations completed by former students who have affiliated at the facility. Students are strongly encouraged to use these resources as well as the site’s web page to research their site once placed, as well as identify FW requirements. Because of the limited availability of quality FW sites, there is no guarantee that students will be able to complete either fieldwork in the Augusta area or near their home.
Therefore, students should be prepared to complete FW in geographic locations other than Georgia to enrich their learning opportunities. Any special consideration request forms must be turned in 2 full weeks after the start of each semester for level I FW’s and submitted 4 weeks after the start of the first semester for level II FWs. LATE REQUESTS WILL BE REVIEWED at the discretion of the Program Director and FW coordinator.

If a life event does occur that is unexpected, such as illness of a family member or pregnancy, submission of an Emergent Request Form at the earliest possible date is required; this will be accommodated at the discretion of the Program Director and FW coordinator.

Students will not be placed at sites where they have existing personal relationships, have volunteered or observed more than 20 hours, have work agreements, or have previously worked within the last 5 years Students will not be placed at sites where a family member is employed. Students who do not disclose previous relationships will have the fieldwork cancelled.

Once confirmation is received from the site for the FW experience, there is no changing of FW sites unless an Emergent Request Form has been submitted and approved by the Program Director and AFWC.

If cancellations occur by the site, the student will be placed at a different site by the FW coordinator; the site may include facilities that are not within the discussed options as previously mentioned between the AFWC and student (setting, population, geographical location).


**Level II Fieldwork Attendance**

Level II Fieldwork is required to be 24 weeks of full-time experience based on ACOTE standards. This is typically divided into two 12 week level II experiences. In order to fulfill this requirement, students are expected to attend each FW for 12 full work weeks. Thus, there is no allowance for vacation or personal time off. Absences for family emergencies or personal illness may be taken for up to two days. Any time missed after two days, including illness, emergency, or holidays, must be made up either by weekend hours or extending the student’s FW dates. If the FW site has a more stringent attendance requirement, then the student must follow the site’s policy. The AFWC must be notified of absences prior to the date, except in the case of an emergency. The AFWC will not approve any unexcused days off and will require all missed time, even if approved by the site, to be made up either on weekends or through the extension of the FW dates.
Level II students are expected to follow their supervisors work schedule. This may include 8 hr/day weeks, 10 hour/day for four days, and/or weekend coverage. This time is not negotiable.


**Level II Fieldwork Grading**

**Assignments and Expectations**
Sites are encouraged to have a student manual, student expectations, and site specific objectives for fieldwork. Students are expected to meet the expectations of the site including work behaviors, professionalism, and clinical performance. Some sites may require student projects and/or student assignments which only enhance the student learning experience. When a student is not meeting the site specific fieldwork objectives, or the sites expectations, the student or the site may contact the Academic Fieldwork Coordinator. The AFWC will work to resolve the issue in the best interest of both parties. These are handled on a case by case basis based on the unique situation and parties involved. Resolution may include learning contracts outlining specific objectives, or the extension of the fieldwork dates. Occasionally, this may result in the removal of the student from the site. Students will be given one opportunity to repeat a level II fieldwork. Those who are not successful during a second level II will be recommended for dismissal. Students removed due to professional behavior issues will be assigned a failing grade and referred to the departmental progression committee. Based on the severity of the professional behavior issue, the committee may recommend probation, suspension, or dismissal from the program.

**Level II Fieldwork Grading**

**Grading:** This course has an academic and fieldwork component. Students must pass both components to earn a satisfactory final grade in this course

**FW Component:**

Fieldwork Performance Evaluation (FWPE) is the standard instrument used by OT programs to assess performance during level II FW. Students should review the FWPE prior to attending level II to familiarize themselves with the scoring instrument. A minimum score of 90 is required to be passing at midterm and a final score of 122+ is required for passing each FW experience. Students who are not passing at midterm will need to have a learning contract developed between the student, the site, and the AFWC. Students must pass all safety items in order to pass the FW, regardless of scores in other areas. Midterm FWPE scores and the final FWPE document must be returned to the department. The student, while on Level Two Fieldworks, will be assessed using the FW Professional Behavior Checklist and/or Assessment at midterm and final. If the student falls below the required point score at any point, the fieldwork coordinator has the right to pull the student from fieldwork resulting in a failing FW score, an off track status, and/or delaying graduation.
Students removed from fieldwork due to professional behavior issues may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue. Remediation may occur and is established on a case-by-case basis.

**Academic Component:**

In order to receive a satisfactory grade in the academic component of this course, a student must turn in all required assignments by the assigned due date. Any score of a zero may result in an unsatisfactory score for the course regardless of performance on fieldwork. Incomplete assignments will not be accepted. Students must turn in items on time to earn full credit. Late items will be accepted with a 20% reduction in points per day late up to 3 days. No assignment will be accepted after 3 days. Students can earn an A, B, or C grade for this course; however a student must earn a passing score in the academic, professionalism, and FW portions of this course to earn a satisfactory grade. The AU Department of OT does not accept any graduate course grade less than a C.

**General Fieldwork Requirements**

**Site Specific Requirements**

Students are responsible for meeting all the specific requirements of their fieldwork site. These requirements may include, but are not limited to, CPR and First Aid, criminal background checks, immunizations, and drug testing. Some sites may require proof of health insurance. **Students who do not meet the specific requirements for their site will not be allowed to attend fieldwork and will receive a failing grade.** Students who arrive at fieldwork without having met the requirements will be asked to leave and assigned a failing grade. All documentation must be turned in to the AFWC and site at least 3-4 weeks prior to the start of the FW experience; students will forfeit the FW experience if paperwork is not completed in this time frame.

Students are responsible for all costs related to fieldwork, including transportation and housing at each fieldwork experience. Failure to prepare for these expenses is not an acceptable excuse for changing a scheduled fieldwork.

Students who do not pass the site’s drug test procedure will not be permitted to attend FW as scheduled resulting in an incomplete grade and inability to progress in the curriculum. Students who do not pass a second FW drug test will be referred to the Student Progression Committee. Students should anticipate prescription medication that results in false positives during routine drug testing.
**Professional Attire**

Please refer to the Student Handbook for details of professional attire. It is at the discretion of the site to modify professional attire expectations. Students are expected to adhere to all policies and procedures at the FW site. See Policy 16.0. *Student Dress Code* found in the Student Handbook.

**Cancellations**

At times, events may occur at the fieldwork site that makes it necessary to cancel the rotation. These situations make it necessary to find an alternative site to ensure the appropriate learning experiences and supervision. As each situation is unique, the Academic Fieldwork Coordinator and Fieldwork Assistant will place the student at an alternative FW site.

When fieldwork is cancelled due to a student illness, student being off track, or other student related issues, the FW staff will work to find the student another appropriate placement, however, there is no guarantee that the re-assignment will be at the same facility.

**Accommodations for Students with Disabilities**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires AU to provide reasonable accommodations for documented disabilities. Students are referred to the AU Students with Disabilities policies as well as the Department of OT’s Policies in the Student Handbook. Reasonable accommodations are determined by AU Student Life Director. Students must act proactively with the Academic Fieldwork Coordinator regarding reasonable accommodations during the fieldwork selection process.

**Confidentiality**

All AU students are required to complete the AU Information Protection and Portability Act (HIPAA) certification training. A copy of the HIPAA compliance certificate will be placed in the student folder. This training certificate will be shared with all fieldwork sites requiring proof of HIPAA training. Students must adhere to any additional facility specific policies and procedures related to client protected information including appropriate sharing of information with families, etc.

Students will adhere to the utmost confidentiality of all documentation and verbal communications. HIPAA fines and punishments apply to students as well. Students are to be especially sensitive to not talk about clients in public places, elevators, dining facilities, etc.

All documentation is to be maintained in a secure place at all times within the facilities policy and procedures. Computerized documentation must be secured and protected at all times. Students are not to remove any client health protected information from the facility at any
time. Client records are the property of the facility. They should be protected at all times and must not be left in open areas.

Per HIPAA guidelines, students cannot report the following information in fieldwork assignments, such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information can be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed. Retrieved from http://www.aota.org/education-careers/fieldwork/supervisor/hipaa.aspx on June 23, 2016.

See Policy 20.0. Confidentiality found in The Student Handbook.
Professional Liability Insurance
Liability insurance is required by every fieldwork site. Full time students are covered under AU’S College of Allied Health Sciences Professional Liability Insurance. Documentation of liability insurance is provided to each fieldwork facility prior to sending a student. Students are also provided copies of liability at their fieldwork seminar. If for any reason you are not a full time student, you are to contact the Academic Fieldwork Coordinator immediately for provision of Professional Liability insurance.

Fieldwork Safety
Students must adhere to all of the following safety and compliance issues:

Practice safety precautions in all client care activities including but not limiting to the use of universal precautions, safe body mechanics and ergonomics in all client handling procedures and the use of a gait belt in all transfers.

Be aware of any potential situation that could jeopardize safety in all client intervention practices. Ask for assistance if safety could be compromised.

Report any unsafe situation or any client or personal incident/accident to your fieldwork supervisor immediately. If any incident occurs you will need to report the issue to your supervision and document the incident within facility policies. Do not wait until the next day.

Student Withdrawals
A withdraw may occur at the site’s request, at the student’s request, or at the request of the AFWC. Withdraws from a Level II fieldwork will be considered a fail, unless approval from the AFWC and the Chair. Students have one opportunity to repeat Level II fieldwork experience. Students who are not successful on two level II fieldwork experiences will be recommended for dismissal from the program.
References


Appendices

Appendix A: Additional Resources

The following resources will help the OT student to prepare for a successful fieldwork experience:

The Occupational Therapy Practice Framework: Domain and Process (AOTA, 2002).

Standards of Practice for Occupational Therapy: (AOTA, 2010).

Scope of Practice (AOTA, 2009).

The Occupational Therapy Code of Ethics (AOTA, 2010).

Guidelines for Documentation of Occupational Therapy (AOTA, 2008).

Standards for Continuing Competence (AOTA, 2010).

Guidelines for Supervision, Roles, and Responsibilities during the Delivery of Occupational Therapy Services (AOTA, 2009).


Occupational Therapy Fieldwork Education: Value and Purpose (2009).

Answers to your Fieldwork Questions (AOTA).

Definition and Purpose:

The AOTA Standards describe the goal of Level I Fieldwork "to introduce students to the fieldwork experience, and develop a basic comfort level with an understanding of the needs of clients." Level I Fieldwork is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process."

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the life span. Day care centers, schools, neighborhood centers, hospice, homeless shelters, community mental health centers, and therapeutic activity or work centers are among the many possible sites. Level I Fieldwork may also include services management and administrative experiences in occupational therapy settings, community agencies, or environmental analysis experiences. Populations may include disabled or well populations; age-specific or diagnosis-specific clients.

Qualified personnel for supervision of Level I Fieldwork may include, but are not limited to, academic or fieldwork educators, occupational therapy practitioners initially certified nationally, psychologists, physician assistants, teachers, social workers, nurses, physical therapists, social workers, etc. The supervisors must be knowledgeable about occupational therapy and cognizant of the goals and objectives of the Level I Fieldwork experience.

Objectives

Objectives of Level I Fieldwork may vary significantly from one academic institution to another. These variations occur as a result of differences in individual academic institutional missions, programmatic philosophical base, curriculum design and resources, etc. As a result, the individual academic institutions should provide information regarding the specific didactic relationship and should provide objectives for the experience. Fieldwork educators should determine if the resources of their facilities are adequate to meet the objectives of the educational institution, and then apply the objectives to the fieldwork setting.

Fieldwork objectives should reflect role delineation between professional and technical level students as specified by The Guide to OT Practice, AJOT, Vol.53, No.3. In the event a facility provides Level I Fieldwork experiences to both levels of students, separate objectives and
learning experiences should be utilized, as developed by the academic program faculty. Students should be evaluated using these objectives.

In instances where students will have a prolonged/consecutive fieldwork experience in the same facility, the objectives should also reflect a sequential orientation and move from concrete to conceptual or from simple to more complex learning activities. In the event that the student will rotate through a variety of settings it is recommended that a master list of objectives be developed that demonstrate a developmental learning continuum and indicate which objectives/learning experiences have been provided in previous experiences.

Schedule design of Level I Fieldwork will depend on the type of setting and the curriculum of the academic institution. Options include, but are not limited to, full days for one-half a term, full days in alternating weeks for one term, half days for one term, or one week.

**Academic Institution**

- Identify course content areas to be enhanced by Level I Fieldwork experiences.
- Develop general goals that clearly reflect the purpose of the experience and level of performance to be achieved.
- Assure that objectives reflect the appropriate role of an OT or OTA student.
- Sequence the objectives from concrete to conceptual or from simple to increasing complexity.
- Identify facilities that may be able to provide the necessary learning experiences.
- Share the objectives with the fieldwork educators and ask them to identify those objectives that could be met in their facility.
- Discuss and coordinate fieldwork administration issues, such as scheduling, work load, report deadlines, etc.
- Collaborate with fieldwork educators to clearly identify the skill levels necessary for successful completion of Level I Fieldwork experience.
- Develop an evaluation form and protocol.

**Fieldwork Education Center**

- Evaluate administrative aspects of the program to determine the feasibility of providing education experiences of high quality while maintaining the effectiveness of services. Some considerations are: providing the necessary supervision, scheduling learning experiences, and staff attitudes toward.
- Review objectives and learning experiences with academic representatives to assure that they address the Level I Fieldwork objectives of the program.
• Review the evaluation form and associated protocols and seek any necessary clarification prior to its implementation.
• Review the Level I Fieldwork objectives and the evaluation form to determine if the learning experiences can be provided at your fieldwork agency and if they are compatible with the philosophy of the program.
• In collaboration with the academic program faculty, identify, and design, if possible, specific learning activities which will meet Level I objectives.
• Those agencies providing fieldwork for both the professional and technical level student should have different learning experiences designed to clearly reflect role delineation.

AOTA Commission on Education (COE) and Fieldwork Issues Committee (FWIC) Amended and Approved by FWIC 11/99 and COE 12/99 - See more at: http://www.aota.org/education-careers/fieldwork/leveli.aspx#sthash.Z0uq7rst.dpuf
History and Purpose

The intent of this document is to describe the desired characteristics of a fieldwork placement for occupational therapy and occupational therapy assistant students in Level II Fieldwork Education. It is intended to be a reference document that articulates the desired attributes of a fieldwork setting to maximize students’ learning in context. It is not a document of standards for fieldwork education and programs are not mandated to follow these guidelines.

This document was originally prepared by the Loma Linda Fieldwork Council at the request of the Commission on Education (COE) and approved by the COE on April 15, 1985. The document was revised by the AOTA Fieldwork Issues Committee in 1992, and by the COE in 2000 and 2012.

Definition

The ACOTE Standards (2012) describe fieldwork as “a crucial part of professional preparation.” The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists and occupational therapy assistants (AOTA, 2012).

The Fieldwork Experience

Description and Purpose:

The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an
Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2012).

- Level II Fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. Throughout the fieldwork experience, the fieldwork educator should structure opportunities for informal and formal reflection with the student regarding the OT process in action with the client population.
- The OT and OTA student should have the opportunity to develop increased knowledge, attitudes, and skills in advocacy, administration, management and scholarship.
  - Skills in administration and management may be attained through the actual supervision of support staff, volunteers, or Level I Fieldwork students in certain tasks or work assignments and involvement in administrative/staff/team meetings.
  - Scholarship may be enhanced as students learn to use evidence to inform their professional decision making and to generate new evidence through independent or collaborative research at the fieldwork site. This may be accomplished through investigation of the effectiveness of an intervention, the reliability, validity or utility of assessment tools, and publication or presentation of scholarly work.
- Inter-professional practice competencies should be encouraged throughout the fieldwork experience through engagement of OT and OTA students in interactive learning with students of different professions.

Outcomes Desired

The fieldwork placements should provide the student with experience with various groups across the life span, persons with various psychosocial and physical performance challenges, and various service delivery models reflective of current practice in the profession.

- Within the required total of 16 weeks for the occupational therapy assistant student and 24 weeks for the occupational therapy student, there should be exposure to a variety of traditional and emerging practice settings and a variety of client ages and conditions. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, occupation-based outcomes. What this means is that even if this is not a mental health placement, the fieldwork educator should assist the student in addressing any psychosocial issues the client may have. This will help to ensure that the student will have developed some entry-level competencies in mental health practice even if they do not complete a fieldwork experience in a mental health setting. See link: https://www.aota.org/Practice/Mental-Health/Other.aspx

Expectations of Fieldwork Students
Students are responsible for compliance with site requirements as specified in the fieldwork site student handbook developed by the fieldwork site and the affiliation agreement between the fieldwork site and the academic program. This typically includes completion of prerequisite requirements (health requirements, background checks, HIPAA training, orientation to site documentation system, etc.) and attention to state regulations impacting student provision of client services. In addition to providing the required occupational therapy services to clients, students are also responsible for active participation in the supervision process, which includes the creation, review, and completion of learning objectives; completion of assigned learning activities and assignments; proactive and ongoing communication with the assigned fieldwork educator; continual self-assessment and reflection; and participation in formal and informal assessments directed by the fieldwork educator. By the end of the fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning.

Fieldwork Educator Preparation

Fieldwork educators responsible for supervising Level II Fieldwork occupational therapy students shall meet state and federal regulations governing practice, have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator should have a minimum of 3 years of practice experience after initial certification (see II.E.ix for more specific detail).

Initial and ongoing education supporting the fieldwork educator role should include attention to the following:

- Principles and theories of adult education models, knowledge of learning styles, and diverse teaching approaches.
- Administrative aspects, including relevant regulations and content for development and management of the fieldwork program.
- The design of educational experiences supporting student development as an OT practitioner.
- Adaptation of supervisor strategies in response to individual student learning style.
- Enhancement of student clinical/professional reasoning through guided learning experiences.
- Provision of formal and informal evaluation of student performance.

Methods for becoming adequately prepared to serve as a fieldwork educator include but are not limited to the following:

- Attendance at an AOTA Fieldwork Educator Certificate Program (preferred).
- Completion of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM).
- Attendance at continuing education events on the topic of practice education.
- Mentorship by an experienced fieldwork educator.
- Completion of on-line training modules.
- Documented readings of texts/papers on clinical/fieldwork education.
Fieldwork Models

There are a variety of fieldwork models that can be utilized, depending on the preferences of the fieldwork educator, the nature of the fieldwork site, and the learning needs of the students. Fieldwork models exist on a continuum from the traditional apprenticeship model in which one fieldwork educator has one student to a more collaborative approach in which a group of students work with one fieldwork educator. Each fieldwork model has an inherent theoretical approach to learning. The more collaborative the fieldwork model, the more active student learning occurs. Fieldwork models can also be classified as either role-established, which is a more traditional fieldwork site, or role-emerging, where occupational therapy services are being introduced and/or developed.

- 1:1 – this is the traditional model of one student to one fieldwork educator, also known as the apprenticeship model.
- 1:2 – one fieldwork educator to two students.
- 2:1 – two fieldwork educators sharing one student.
- Multiple sites – a model where one fieldwork educator has a group of students spread out at several fieldwork sites, usually all the same type of setting.
- Group – a model where one fieldwork educator has a group of students, but maintains the traditional “fieldwork educator as expert” role.
- Peer – a model in which students provide feedback to each other; this cannot be the sole form of supervision provided to students, as there must be an OT or OTA identified as the fieldwork educator.
- Off-site/role-emerging – a fieldwork model in which occupational therapy services are in the process of being developed; the occupational therapy practitioner setting this up may be employed by the agency or the educational program.
- Collaborative – a specific model of fieldwork education used with a group of students in which knowledge is constructed jointly between the fieldwork educator and the students. This is an active model of student learning that places more responsibility on the student for his/her own learning. The fieldwork educator does not function as the “expert” but more in the role of facilitator of learning.
- Role-emerging fieldwork sites are those at which the provision of occupational therapy services is being developed. The occupational therapy practitioner developing the services may be employed by the agency as a consultant, or may be employed by the academic program. When fieldwork placements occur in role-emerging practice settings, the occupational therapy fieldwork educator is typically only present on site for a limited amount of time. The ACOTE Standards require that the fieldwork educator provide a minimum of eight hours per week at the site (AOTA, 2012). In addition, the fieldwork educator must be easily accessible by a variety of means during the hours a student is at the site. Furthermore, the person serving as the fieldwork educator must have a minimum of 3 years’ experience after initial certification, as this is considered advanced supervision.
- International fieldwork occurs in another country and requires a great deal of advance planning from the academic program, student, and fieldwork educator as there are multiple issues involved. The Academic Fieldwork Coordinator should ensure that the fieldwork educator and fieldwork site staff are conversant with and in compliance with current ACOTE standards and that regular formal and informal communication is maintained during the fieldwork experience.
The ACOTE Standards require that the individual serving as the fieldwork educator must be a graduate of a WFOT-approved educational program. Students cannot complete more than 12 weeks in an international placement. The reader is referred to the section of the AOTA Web site where there are multiple documents describing policies, procedures, and other issues related to international fieldwork.

**Fieldwork Site Development**

When developing a fieldwork experience for a new site, the preferred way to begin is by reaching out to the academic programs in the immediate area. The establishment of a contract between the fieldwork site and the academic program can take a very long time and so it is best to start with that process early. Students cannot be accepted until the contract has been signed by both parties. If there are several academic programs in the area, there is no reason why contracts cannot be initiated with all of them at once. During the contract development and approval process, the fieldwork educator can begin doing some of the other activities that will need to be in place before students are accepted. The reader is referred to the AOTA Web site for additional fieldwork educator resources, including “Steps to Starting a Fieldwork Program,” located at the following link: [http://www.aota.org/en/Education-Careers/Fieldwork/NewPrograms/Steps.aspx](http://www.aota.org/en/Education-Careers/Fieldwork/NewPrograms/Steps.aspx)

The fieldwork site should meet all existing local, state, and/or federal safety and health requirements, and should provide adequate and efficient working conditions. The occupational therapy practitioner should comply with state regulations governing the scope of practice for OT services.

- Adherence to standards of quality in regard to safety, health requirements, and working conditions may be verified through a review process by the University/program using the center as a fieldwork site or by an established body such as the Joint Commission on Accreditation of Health Care Organizations, the Commission on Accreditation of Rehabilitation Facilities, or a state regulatory board.
- Adequate time should be available to supervising staff for student supervision activities.
- Space for client-related consultation, preparation, writing, in-service education and research activities by occupational therapists, practitioners, and students should be provided.
- The fieldwork educator and student should have access to current professional information, publications, texts, and Internet resources related to occupational therapy education and practice.
- Client records should be available to the staff and students for intervention planning and practice.

Ideally, the fieldwork site will have a stated philosophy regarding service delivery which serves as a guide for the delivery of service, scholarly activities, and education for individuals and groups. Where occupational therapy services are already established, the occupational therapy philosophy/mission/vision regarding practice and education programs should be stated in writing, and should reflect the specific contribution occupational therapy makes to the overall agency. Where established, the occupational therapy philosophy/mission/vision
guides the development of learning objectives for the fieldwork experience. Ideally, the established occupational therapy program will articulate a philosophy/mission/vision of service delivery reflective of best practices in the profession. Best practices in the profession result in services which are client-centered, occupation-based, and supported by research evidence. The partnering academic institution will work with the fieldwork site to provide resources to support best practice ideals.

- Client-centered practice is evident when there are regular intervention planning/review meetings between the client and occupational therapy practitioner to ensure client participation in the evaluation and intervention process (Mortenson & Dyck, 2006).
  - In situations where there is limited possibility for client participation in intervention planning/review meetings due to the nature or severity of the client’s impairment, the occupational therapy practitioner should seek the perspectives of family members/significant others who would act in the client’s best interest.
- Occupation-based practice is client centered and requires an understanding of the client’s needs, wants and expectations. Interventions are meaningful to the client and include participation in occupations that are reflective of the client’s lifestyle and context (Chisholm, Dolhi, & Schreiber, 2000).
- Evidence-based intervention includes the creation of “strategies and tools for practitioners to access, understand, and use the latest research knowledge to improve services for clients” (Law & MacDermid, 2008, p. 6).

The administrators of the fieldwork setting should articulate support for the fieldwork education program.

- Since the occupational therapy fieldwork education experience exists within the philosophy and policies of the fieldwork agency, it is essential that the administration as well as the occupational therapy staff accept and support the education of future practitioners.

At fieldwork sites where occupational therapy services are already established, there should be occupational therapy representation in planning programs and formulating policies which would affect occupational therapy practice and services delivery or involvement.

- The occupational therapy perspective should be represented at program-related conferences, in quality review processes, and in planning for occupational therapy services delivery. The profession of occupational therapy should be represented in policy-making groups at the fieldwork site.
- Consideration should be given to the occupational therapy department philosophy of service delivery in the planning of programs and the formation of policies influencing occupational therapists’ service delivery at the fieldwork site.

The fieldwork agency should recognize that the primary objective of the fieldwork experience is to benefit the student’s education.
• The educational value of the student fieldwork experience should be of primary importance, and the placement should not be used to extend services offered by the fieldwork agency.

Opportunities for continuing education and professional development of the occupational therapy staff and students should be encouraged to support life-long learning.

• Attendance at workshops, institutes, conferences, courses, in-services and professional meetings should be encouraged.
• Financial support should be given for professional development whenever feasible within the budget of the fieldwork agency.
• Fieldwork students should be encouraged to participate in continuing education and be provided time to do so, when content is relevant to the fieldwork experience.
• State and National Association Membership is encouraged.

Collaboration with academic program –

• Both the ACOTE Standards and the Model Curriculum documents address the need for collaboration between the fieldwork site/fieldwork educator and the academic program.
  o The ACOTE Standards require that the Academic Fieldwork Coordinator and the fieldwork educator collaborate when establishing fieldwork objectives, identifying fieldwork site requirements, and when communicating students’ performance and progress during fieldwork (AOTA, 2012).
  o The OT Model Curriculum documents describe how fieldwork experiences need to be planned in such a way that they are integrated into the academic program’s mission and curriculum design.
  o The reader is referred to the OT Model Curriculum, the OTA Model Curriculum and the ACOTE Standards for more information.

Supervision guidelines –

• There are multiple sources of supervision guidelines that are applicable to Level II fieldwork. The first source are state laws and state practice acts that govern the practice of occupational therapy. These documents will specify if there are any specific requirements for supervision that need to be upheld in that state. Another source of supervision guidelines are federal regulations such as Medicare that specify what type of supervision must be provided to fieldwork students in certain healthcare settings and with certain types of Medicare coverage. The AOTA Web site is a good source for the most up-to-date information on Medicare regulations for student supervision. The ACOTE Standards specify that during Level II fieldwork, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least 1 year of experience who is adequately prepared to serve as a fieldwork educator. Further, the Standards state that supervision should initially be direct, and then progress to less direct supervision as is possible given the demands of the fieldwork site, the complexity of the client’s condition being treated, and the abilities of the fieldwork student. The COE and Commission on Practice (COP) Fieldwork Level II position paper (COE/COP, 2012) additionally recommends that supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role
modeling of occupational therapy practice, and that the supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student’s current and developing levels of competence (COE/COP, 2012). Specific to the role-emerging fieldwork placement, where the site does not employ an occupational therapist on staff and the fieldwork is designed to promote the development of occupational therapy services, supervision guidelines specify that students be supervised daily on site by another professional familiar with the role of occupational therapy and 8 hours of direct supervision should be provided weekly by an occupational therapist or occupational therapy assistant with at least three years of experience. It is recommended that the Academic Fieldwork Coordinator (AFWC), fieldwork educator (FWEd), the on-site coordinator (if identified) and student maintain regular formal and informal communication during the fieldwork experience (AOTA, 2001).

III. Student Engagement in the Learning Process

- It is recommended that students collaborate with their fieldwork educator to develop learning objectives which stem from the site-specific learning objectives for the individual FW site. This may be accomplished through the use of learning contracts, which are both a teaching strategy and an assessment tool used to encourage self-directed learning. Learning contracts allow for shared responsibility in the planning of learning experiences offered in fieldwork. Pro-active learning contracts are an effective teaching strategy and encourage students to become intrinsically motivated to attain competence in the fieldwork experience.
- The use of learning contracts is highly recommended. If used, learning contracts should be developed within 2 weeks of initiating the FW experience. They should address individual student learning styles, needs and interests, and should include specific learning objectives, resources and strategies, assessment, and target dates for completion. Learning contracts should be reviewed and updated regularly to reflect and communicate student progress towards the attainment of objectives.
- The student shall be evaluated and kept informed on an ongoing basis of his/her performance status.
- The student will collaborate with fieldwork educator to determine the most effective supervision style and feedback methods.
- Formative assessment shall be provided to students on a weekly basis and recorded in written format, providing specific recommendations addressing observable behaviors.
- Supervision and feedback is intended to empower the student to change performance, facilitate student self-reflection and self-assessment, and guide the student regarding strengths and opportunities for growth based on site-specific objectives.
- AOTA’s COE recommends the use of the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (AOTA, 2002a) and the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (AOTA, 2002b) as a rating tool. The student’s performance should be evaluated formally at mid-term and at the completion of the FW experience.
- The student should self-assess performance at mid-term using a copy of the AOTA Fieldwork Performance Evaluation (FWPE), and student evaluation and fieldwork educator evaluation scores should be compared and differences discussed.
• Weekly supervision logs are a good way for both the supervisor and student to keep track of what was discussed in supervision sessions. It is important for both the fieldwork educator and student to sign and date each log to verify the supervision process.
• When there are multiple supervisors, care should be taken to ensure that communication regarding student progress is shared among all supervisors and that all contribute to evaluation of the student’s progress.

Learning Challenges on Fieldwork:

• Fieldwork educators should monitor student progress, and match students’ abilities with the demands of setting by providing the just-right challenges designed to maximize each student’s individual learning needs.
• Structured forms of feedback, such as the Fieldwork Experience Assessment Tool (FEAT; AOTA, 2001), should be used to promote fieldwork educator and student communication.
• If the student’s performance is not satisfactory at mid-term or any point in the fieldwork experience, both the student and academic institution must be notified immediately, and documentation concerning the student’s progress and outcomes of interventions should be maintained.
• Fieldwork educators should initiate written remedial learning contracts with clear expectations and specific time frames for all students who are struggling to meet site-specific objectives.

Continued Assessment and Refinement of the Fieldwork Program

Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution and the fieldwork agency.

• The Academic Fieldwork Coordinator representing the educational institution should regularly evaluate learning opportunities offered during fieldwork to ensure that settings are equipped to meet curricular goals and ensure student exposure to psychosocial factors, occupation-based outcomes and evidence-based practice.
• This may be accomplished through regular communication (e.g., emails, phone calls, written correspondence, etc.) between the AFWC and faculty and ongoing communication regarding the academic program’s curriculum design to the fieldwork site. In addition, the fieldwork site should have opportunity to inform the didactic program preparation.
• The fieldwork site should regularly evaluate the effectiveness of its fieldwork program to ensure that students are able to meet learning objectives and deliver ethical, evidence-based, and occupation-centered intervention to clients. The learning objectives should be reviewed regularly to maximize the effectiveness of the fieldwork experience and create new opportunities. Supervisors are encouraged to participate in routine evaluations of their effectiveness in the supervisory role.
• Fieldwork site evaluation may occur through:
  o AOTA Student Evaluation of Fieldwork Experience (SEFWE)
  o Cumulative review of AOTA Fieldwork Performance Evaluations (FWPE) to determine student patterns of strength and weaknesses
  o Fieldwork Experience Assessment Tool (FEAT)
  o Review of the Self-Assessment Tool for Fieldwork Educator Competency (SAFE.COM).
Resources


Practice Advisory: Services Provided by Students in Fieldwork Level II Settings

Level II fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant in compliance with state and federal regulations. When adhering to the principles stated below, along with other regulatory and payer requirements, AOTA considers that students at this level of education are providing skilled occupational therapy intervention.

General Principles:

a. Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.

b. To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student’s current and developing levels of competence with the occupational therapy process.

c. In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (see Addendum 1).

d. Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007a; b. & c.):
  • Competence and confidence of the student,
  • Complexity of client needs,
  • Number and diversity of clients,
  • Role of occupational therapy and related services,
  • Type of practice setting,
  • Requirements of the practice setting, and
  • Other regulatory requirements.

In settings where occupational therapy practitioners are employed:

• Occupational therapy students should be supervised by an occupational therapist.
• Occupational therapy assistant students should be supervised by an occupational therapist or occupational therapy assistant in partnership with an occupational therapist.

In settings where occupational therapy practitioners are not employed:

• Students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner.

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When the term occupational therapy practitioner is used in this document, it refers to both occupational therapists and occupational therapy assistants (AOTA, 2006).
References:


Prepared by:

Commission on Practice and Commission on Education Joint Task Force

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Addendum I:

Supervision Requirements and Responsibilities for Occupational Therapy Assistant Students During the Delivery of Occupational Therapy Services.

The American Occupational Therapy Association (AOTA) asserts that occupational therapy assistants can provide supervision to occupational therapy assistant students completing level II fieldwork experiences. The following recommendations have been developed to ensure the delivery of safe and effective occupational therapy services and appropriate supervisory requirements:

- ACOTE Standards (ACOTE, 2007.c) indicate that an occupational therapy assistant with a minimum of 1-year professional experience is qualified to be the fieldwork educator in order to teach and assess the skills of the occupational therapy assistant student.

And,

- The purpose of the level II fieldwork experience is to provide the student with the opportunity to enact the occupational therapy skills that they have been taught during the didactic portion of their occupational therapy assistant training program.

And,

- The occupational therapy assistant is equipped to role model the skills and behaviors of their level of practice while interacting with the occupational therapy assistant student in the clinic setting.

And,

- The occupational therapy assistant possesses skills and knowledge of practice fundamentals that include: professional behaviors, interpersonal skills, safety, ethics, documentation, occupational therapist/occupational therapy assistant collaborative relationship, implementing a treatment plan, and delegated assessments.

And,

- The licensure laws governing the practice of occupational therapy of many states allow the occupational therapy assistant to supervise the occupational therapy assistant student as a fieldwork educator.

And,

- In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant.

And,

- The level of supervision including the need for “line of sight” should be at the discretion of the occupational therapist and occupational therapy assistant consulting together to determine the student's competence, needs of the client, setting, and other variables delineated above.

And,

- Co-signatures of the supervising occupational therapy assistant and/or occupational therapists on documentation indicates that the occupational therapy assistant student is provided with the appropriate level of supervision and is deemed competent to perform documented therapeutic intervention.
And,

- When a student provides skilled occupational therapy services under the supervision of a qualified practitioner, those services are billed as services provided by the supervising licensed occupational therapy practitioner.

And,

- An occupational therapist would offer the occupational therapy assistant student the opportunity to observe the process of client evaluation, development and modification of a treatment plan, and specific interventions that are within the scope of practice for an occupational therapist, or in which an occupational therapist has specialty training. These additional learning opportunities are beneficial but may not be representative of entry-level occupational therapy assistant practice.

Therefore,

- An occupational therapy assistant, under the appropriate supervision of an occupational therapist, and in accordance with applicable state and federal regulations, who has a minimum of 1-year clinical experience and who has demonstrated competence as a practitioner and a fieldwork educator should be allowed to supervise an occupational therapy assistant student during level II fieldwork.

Appendix B: Components of Creating a Fieldwork Manual

Facility Vision

Facility Purpose

Facility Values

Level II Learning Objectives: (Refer to AU Department of OT’s Level II Objectives in Appendix C)

Student Expectations (Caseload by week, responsibilities, schedule, etc.)

SAMPLE FORM: CASELOAD/RESPONSIBILITIES BY WEEK

Student Fieldwork Guidelines
All students will complete the following:

Week One: Orientation
A. Tour facility
B. Review available supplies and equipment for treatment sessions.
C. Review student manual-objectives, expectations, assignments, and due dates.
D. Review facility safety procedures.
E. Review facility policies & procedures notebook.
F. Schedule orientation time with other team members.
G. Observe patient treatment with fieldwork supervisor, and co-treat at least one patient by the end of the week.

Week Two: Clinical Experience Begins
A. Co-treat entire caseload with supervisor.
B. Plan and implement treatment for a minimum of one patient; attempt documentation of session.
C. Create session treatment plan with outlined activities, purposes, and timelines for a minimum of one session, to be reviewed by supervisor prior to implementing treatment.
D. Observe other team members in providing treatment.
E. Review facility evaluations and assessments that are available for use.
F. Attend team conferences.

Week Three: Assignments
A. Begin designing or creating a project that will be presented to facility members in week 10.
B. Assume patient responsibilities for a minimum of three patients, including development of detailed treatment plan for session implementation to be reviewed by supervisor prior to implementing treatment sessions.
C. Assist with session and evaluation documentation.
D. Begin presenting patient information and dialoguing with team members on patients assigned.

**Week Four & Five:**
A. Continue with treatment session plan development for all patients on caseload, to be reviewed by supervisor prior to implementing session.
B. Assume patient responsibilities for a minimum of three to five patients.
C. Complete documentation for sessions; assist with evaluation documentation.

**Week Six: Midterm**
A. Assume full caseload of patients.
B. Continue to develop treatment plans for patient sessions, to assist self in organization.
C. Complete all documentation for sessions.
D. Complete a minimum of one evaluation and write-up independently.
E. Go over midterm evaluation with fieldwork supervisor.

**Week Seven-Nine:**
A. Continue with full caseload of patient care.
B. Independently communicate with parents on patient progress and new concerns.
C. Independently complete documentation.

**Week Ten:**
A. Complete project.
B. Present project to Occupational Therapy department.
C. Continue with full caseload of patient care.

**Week Eleven:**
A. Begin to wrap-up case load responsibilities.

**Week Twelve:**
A. Complete Student Evaluation of Fieldwork Experience to present to site.
B. Participate in final AOTA fieldwork evaluation of the occupational therapist.
C. Go over final evaluation with fieldwork supervisor.

**Completion of Facility Orientation**
- Emergency Codes
- Evacuation Policies
- Introduction to Key Facility Staff
- Work Schedules and Time
- Tour of Facility
- Overview of Surrounding Community and Resources
- Client Population Characteristics
- Documentation Guidelines and Requirements
- Responding to Referral Orders
- Client Screening Procedures and Related Documentation
- Assessments
- Outcome Benchmarks
- Goal Writing Expectations and Samples
- Intervention Plans
- Supervision of Aides and/or Assistants
- Client Scheduling and Collaboration with Other Disciplines
- Client and Caregiver Education Planning
- Discharge Preparation and Documentation
- Reimbursement Systems and Expectations
- Supervision Requirements and Meetings (it is suggested you meet formally at least one time a week).
- Telephone, paging and intercom use
- Care Plan Meeting Schedules & Responsibilities
- Copies of HIPAA and Student Insurances

Sample Weekly Meeting Form
- Fieldwork Progress
- Case Load Strengths
- Case Load Considerations
- Professional Behavior Coaching Input
- Goals for Next Week (Student and Supervisor)
SAMPLE:

Department of Occupational Therapy Student/Supervisor Weekly Review

Student Name: ___________________________ Date: ___________________________
Week #: ___________________________ Supervisor Name: ___________________________

STRENGTHS:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

AREAS TO IMPROVE:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

PLAN FOR IMPROVEMENT:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

GOALS/ASSIGNMENTS FOR NEXT WEEK:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

_________________________________  ________________________________
Supervisor Signature   Student Signature
Appendix C: Augusta University Learning Objectives

Level II Fieldwork Objectives for the Augusta University Master of Health Science in Occupational Therapy OTHP 7009 and OTHP 7010

The learning objectives for Augusta University Occupational Therapy program Level II Fieldwork experiences are listed below. Please identify your ability to meet these objectives and your theoretical alignment with the performance, values, roles, and ethical statements. If you believe your setting is able to currently fulfill these objectives with your assigned Level II student and to the best of your knowledge, your program’s design is consistent with the educational philosophy of AU’s Master of Health Sciences in Occupational Therapy program, please indicate your agreement with your signature and date the document. Thank you for your professional partnership in the education of future occupational therapy professionals. We sincerely appreciate your contributions.

1. The O.T. student will display entry level competencies for the Level II fieldwork by the end of the experience (Entry level is defined as achieving the minimal pass rating on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student).
2. Participate in the process of evaluating the Level II experience and foster the student’s fulfillment of professional responsibilities under supervision and for professional role modeling.
3. Promote the student’s use of clinical reasoning and reflective practice.
4. The O.T. Student will participate in the supervisory process and respond appropriately to constructive leadership, mentorship, and supervision.
5. Use national and international resources to effectively promote the understanding of the context of service delivery for your practice setting and the appropriate trends in service delivery.
6. Enhance the process of referrals, screening, and evaluation as related to occupational performance and participation within culturally relevant, theoretical perspectives, models of practice, frames of references and evidence.
7. Foster the process of formulating and implementing therapeutic intervention plans reflective of current OT practice, based on available evidence, and within the theoretical tenets of the OT profession.
8. Evaluate and address contexts, such a professional, social, cultural, political, economic, and ecological as they relate to the practice of OT and services provided.
9. The student will participate in the responsibility for document at ion within timelines and guidelines for reimbursement.
10. Manage OT services including the application of principles of management and systems in the provision of occupational therapy services to individuals and organization, including but not limited to federal and state regulations impacting reimbursement, credentialing, licensing, certification, supervision.
11. Use research evidence to make evidence based decisions regarding the appropriate client centered assessments, goal setting, intervention strategies throughout the O.T. process and service delivery.
12. The student will plan and implement appropriate client-centered meaningful plans and dis continuation plans to successfully transition from OT services. Plans should address client’s psychosocial factors including engagement in occupations.
13. The field work educational setting will model and the student will display the professional ethics, values, and responsibilities of, and to, the OT profession.

I have read the above objectives and I agree to effectively foster opportunities for the learner to meet the above objects. My setting will facilitate the Level II students’ opportunities to strive for competency in the above areas.

Fieldwork Educator’s Signature: ______________________________________

Date: ______________________________________________________________

Name of Facility: _____________________________________________________

Facility Address: ____________________________________________________

Note: AU’s Department of Occupational Therapy utilizes AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student

AOTA also has sample Level II Fieldwork Objectives on its web site and AU Department of Occupational Therapy recommends reviewing these.
Appendix D: AOTA Fieldwork Performance Evaluation Form

Fieldwork Performance Evaluation
For The Occupational Therapy Student

NAME: (LAST) (FIRST) (MIDDLE)

COLLEGE OR UNIVERSITY

FIELDWORK SETTING:

NAME OF ORGANIZATION/FACILITY

ADDRESS: (STREET OR PO BOX)

CITY STATE ZIP

TYPE OF FIELDWORK

ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4

FROM TO

DATES OF PLACEMENT

NUMBER OF HOURS COMPLETED

FINAL SCORE

PASS: __________ NO PASS: __________

SIGNATURES:

I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDENTIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDENTIALS/POSITION

SUMMARY COMMENTS:

(ADDRESSES STUDENT’S CLINICAL COMPETENCE)
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1987 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE
The primary purpose of the Fieldwork Performance Evaluation for the Occupational Therapy Student is to measure entry-level competence of the occupational therapy student. The evaluation is designed to differentiate the competent student from the incompetent student and is not designed to differentiate levels above entry level competence. For further clarification on entry-level competency refer to the Standards of Practice for Occupational Therapy (1).

The evaluation is designed to measure the performance of the occupational therapy process and was not designed to measure the specific occupational therapy tasks in isolation. This evaluation reflects the 1998 Accreditation Council for Occupational Therapy Education Standards (2) and the National Board for Certification in Occupational Therapy, Inc. Practice Analysis results (3). In addition, this evaluation allows students to evaluate their own strengths and challenges in relation to their performance as an occupational therapist.

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

The Fieldwork Performance Evaluation is intended to provide the student with an accurate assessment of his/her competence for entry-level practice. Both the student and fieldwork educator should recognize that growth occurs over time. The midterm and final evaluation scores will reflect development of student competency and growth. In order to effectively use this evaluation to assess student competence, site-specific objectives need to be developed. Utilize this evaluation as a framework to assist in ensuring that all key performance areas are reflected in the site-specific objectives.

Using this evaluation at midterm and final, it is suggested that the student complete a self-evaluation of his/her own performance. During the midterm review process, the student and fieldwork educator should collaboratively develop a plan, which would enable the student to achieve entry-level competence by the end of the fieldwork experience. This plan should include specific objectives and enabling activities to be used by the student and fieldwork educator in order to achieve the desired competence.

The Fieldwork Educator must contact the Academic Fieldwork Coordinator when: 1) a student exhibits unsatisfactory behavior in a substantial number of tasks or 2) a student’s potential for achieving entry-level competence by the end of the affiliation is in question.

DIRECTIONS FOR RATING STUDENT PERFORMANCE

• There are 42 performance items.
• Every item must be scored, using the one to four point rating scale (see below).
• The rating scales should be carefully studied prior to using this evaluation. Definitions of the scales are given at the top of each page.
• Circle the number that corresponds to the description that best describes the student’s performance.
• The ratings for the Ethics and Safety items must be scored at 3 or above on the final evaluation for the student to pass the fieldwork experience. If the ratings are below 3, continue to complete the Fieldwork Performance Evaluation to provide feedback to the student on her/his performance.
• Record midterm and final ratings on the Performance Rating Summary Sheet.
• Compare overall midterm and final score to the scale below.

OVERALL MIDTERM SCORE
Satisfactory Performance .................. 90 and above
Unsatisfactory Performance ............... 89 and below

OVERALL FINAL SCORE
Pass ........................................... 122 points and above
No Pass ..................................... 121 points and below

RATING SCALE FOR STUDENT PERFORMANCE

4 - Exceeds Standards: Performance is highly skilled and self-initiated.
   This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 - Meets Standards: Performance is consistent with entry-level practice.
   This rating is infrequently given at midterm and is a strong rating at final.

2 - Needs Improvement: Performance is progressing but still lacks improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.

1 - Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
RATING SCALE FOR STUDENT PERFORMANCE

4 - Exceeds Standards: Performance is highly skilled and self-directed. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 - Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 - Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating at midterm, and some ratings of 2 may be reasonable at the final.

1 - Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

I. FUNDAMENTALS OF PRACTICE:

All items in this area must be scored at a 3 or above on the final evaluation in order to pass fieldwork.

1. Adheres to ethics: Adheres consistently to the American Occupational Therapy Association Code of Ethics (4) and site's policies and procedures including when relevant, those related to human subject research.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

3. Uses judgment in safety: Uses sound judgment in regard to safety of self and others during all fieldwork-related activities.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

Comments on strengths and areas for improvement:

* Midterm

* Final

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

7. Collaborates with client, family, and significant others throughout the occupational therapy process.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

Comments on strengths and areas for improvement:

* Midterm

* Final
RATING SCALE FOR STUDENT PERFORMANCE

4 - Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.

3 - Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.

2 - Needs Improvement: Performance is progressing but still needs improvement for entry-level practice. This is a realistic rating of performance at midterm, and same ratings of 2 may be reasonable at the final.

1 - Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.

III. EVALUATION AND SCREENING:

8. Articulates a clear and logical rationale for the evaluation process.
   Midterm 1 2 3 4
   Final 1 2 3 4

9. Selects relevant screening and assessment methods while considering such factors as client's priorities, context(s), theories, and evidence-based practice.
   Midterm 1 2 3 4
   Final 1 2 3 4

10. Determines client's occupational profile and performance through appropriate assessment methods.
    Midterm 1 2 3 4
    Final 1 2 3 4

11. Assesses client factors and context(s) that support or hinder occupational performance.
    Midterm 1 2 3 4
    Final 1 2 3 4

12. Obtains sufficient and necessary information from relevant resources such as client, families, significant others, service providers, and records prior to and during the evaluation process.
    Midterm 1 2 3 4
    Final 1 2 3 4

13. Administers assessments in a uniform manner to ensure findings are valid and reliable.
    Midterm 1 2 3 4
    Final 1 2 3 4

14. Adjusts/Modifies the assessment procedures based on client's needs, behaviors, and culture.
    Midterm 1 2 3 4
    Final 1 2 3 4

15. Interprets evaluation results to determine client's occupational performance strengths and challenges.
    Midterm 1 2 3 4
    Final 1 2 3 4

16. Establishes an accurate and appropriate plan based on the evaluation results, through integrating multiple factors such as client's priorities, context(s), theories, and evidence-based practice.
    Midterm 1 2 3 4
    Final 1 2 3 4

17. Documents the results of the evaluation process that demonstrates objective measurement of client's occupational performance.
    Midterm 1 2 3 4
    Final 1 2 3 4

Comments on strengths and areas for improvement:
- Midterm
- Final

IV. INTERVENTION:

18. Articulates a clear and logical rationale for the intervention process.
    Midterm 1 2 3 4
    Final 1 2 3 4

19. Utilizes evidence from published research and relevant resources to make informed intervention decisions.
    Midterm 1 2 3 4
    Final 1 2 3 4
20. Chooses occupations that motivate and challenge clients.
   Midterm 1 2 3 4
   Final 1 2 3 4

21. Selects relevant occupations to facilitate clients meeting established goals.
   Midterm 1 2 3 4
   Final 1 2 3 4

22. Implements intervention plans that are client-centered.
   Midterm 1 2 3 4
   Final 1 2 3 4

23. Implements intervention plans that are occupation-based.
   Midterm 1 2 3 4
   Final 1 2 3 4

   Midterm 1 2 3 4
   Final 1 2 3 4

25. Updates, modifies, or terminates the intervention plan based upon careful monitoring of the client's status.
   Midterm 1 2 3 4
   Final 1 2 3 4

26. Documents client's response to services in a manner that demonstrates the efficacy of interventions.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm
- Final

V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:

27. Demonstrates through practice or discussion the ability to assign appropriate responsibilities to the occupational therapy assistant and occupational therapy aide.
   Midterm 1 2 3 4
   Final 1 2 3 4

28. Demonstrates through practice or discussion the ability to actively collaborate with the occupational therapy assistant.
   Midterm 1 2 3 4
   Final 1 2 3 4

29. Demonstrates understanding of the costs and funding related to occupational therapy services at this site.
   Midterm 1 2 3 4
   Final 1 2 3 4

30. Accomplishes organizational goals by establishing priorities, developing strategies, and meeting deadlines.
   Midterm 1 2 3 4
   Final 1 2 3 4

31. Produces the volume of work required in the expected time frame.
   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm
- Final
**VI. COMMUNICATION:**

32. Clearly and effectively communicates verbally and nonverbally with clients, families, significant others, colleagues, service providers, and the public.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

33. Produces clear and accurate documentation according to site requirements.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

34. All written communication is legible, using proper spelling, punctuation, and grammar.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

35. Uses language appropriate to the recipient of the information, including but not limited to funding agencies and regulatory agencies.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm
  - Final

**VII. PROFESSIONAL BEHAVIORS:**

36. Collaborates with supervisor(s) to maximize the learning experience.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

37. Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with supervisor(s) and others.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

38. Responds constructively to feedback.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

39. Demonstrates consistent work behaviors including initiative, preparedness, dependability, and work site maintenance.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

40. Demonstrates effective time management.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

41. Demonstrates positive interpersonal skills including but not limited to cooperation, flexibility, tact, and empathy.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

42. Demonstrates respect for diversity factors of others including but not limited to socio-cultural, socioeconomic, spiritual, and lifestyle choices.
   - Midterm: 1 2 3 4
   - Final: 1 2 3 4

Comments on strengths and areas for improvement:

- Midterm

- Final
REFERENCES


GLOSSARY

Client Factors: those factors that reside within the client and that may affect performance in areas of occupation. Client factors include body functions and body structures

- body functions (a client factor, including physical, cognitive, psychosocial aspects)—the physiological function of body systems (including psychological functions) (WH0, 2001, p.10)
- body structures—“anatomical parts of the body such as organs, limbs and their components” (WH0, 2001, p.10)


Code of Ethics: refer to www.aota.org/general/coe.asp

Collaborate: To work together with a mutual sharing of thoughts and ideas. (ACOTE Glossary)

Competency: adequate skills and abilities to practice as an entry level occupational therapist or occupational therapy assistant

Context: refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, physical, social, personal, spiritual, temporal and virtual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639.) (5)

Efficacy: having the desired influence or outcome (from Neistadt and Crepeau, Eds. Willard & Spackman’s Occupational Therapy, 9th edition, 1998)

Entry-level practice: refer to www.aota.org/members/area2/docs/sectionb.pdf

Evidence-based Practice: “conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. The practice of evidence-based [health care] means integrating individual clinical expertise with the best available external clinical evidence from systematic research”. (Sackett and colleagues, Evidence-based medicine: How to practice and teach EBM, 1997, p.2) (from the Mary Law article "Evidence-Based Practice: What Can It Mean for MET?—found online at www.aota.org)

Occupation: Groups of activities and tasks of everyday life, named, organized and given value and meaning by individuals and a culture; occupation is everything people do to occupy themselves, including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity); the domain of concern and the therapeutic medium of occupational therapy. (Townsend, editor, 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181)

Occupational Performance: The result of a dynamic, interwoven relationship between persons, environment and occupation over a person’s lifespan; the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after oneself, enjoying life, and contributing to the social and economic fabric of a community. (Townsend, editor, 1997, Enabling Occupation: An Occupational Therapy Perspective, p.181)

Occupational Profile: a profile that describes the client’s occupational history, patterns of daily living, interests, values and needs. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639.) (5)

Spiritual: (a context)—the fundamental orientation of a person’s life; that which inspires and motivates that individual. (Occupational therapy practice framework: Domain and process. American Journal of Occupational Therapy, 56, 606–639.) (5)

Theory: “an organized way of thinking about given phenomena. In occupational therapy the phenomenon of concern is occupational endeavor. Theory attempts to (1) define and explain the relationships between concepts or ideas related to the phenomenon of interest, (2) explain how these relationships can predict behavior or events, and (3) suggest ways that the phenomenon can be changed or controlled. Occupational therapy theory is concerned with four major concepts related to occupational endeavor: person, environment, health, and occupation.” (Neistadt and Crepeau, Eds. Willard & Spackman’s Occupational Therapy, 9th edition, 1998, p.521)
Appendix E: Student Evaluation of the Fieldwork Experience (SEFWE)

Purpose:
This evaluation serves as a tool for fieldwork sites, academic programs, and students. The main objectives of this evaluation are to:

- Enable the Level II fieldwork student who is completing a placement at the site to evaluate and provide feedback to the supervisor and fieldwork setting;
- Enable academic programs, fieldwork sites, and fieldwork educators to benefit from student feedback in order to develop and refine their Level II fieldwork programs;
- Ensure that all aspects of the fieldwork program reflect the sequence, depth, focus, and scope of content of the curriculum design;
- Provide objective information to students who are selecting sites for future Level II fieldwork; and
- Provide a means of evaluation to ensure that fieldwork is performed in settings that provide educational experiences applicable to the academic program.

This form is designed to offer each program the opportunity to gather meaningful and useful information. Sections outlined with thick black double borders are designed to be customized by your program as needed. Pages involving evaluation of individual fieldwork educators have been positioned at the end of the form to allow academic programs to easily remove these pages before making them available for student review, if they choose to do so.
STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

Instructions to the Student:
Complete this STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE) form before your final meeting with your fieldwork supervisor(s). It is imperative that you review the form with your supervisor and that both parties sign on page 1. Copy the form so that a copy remains at the site and a copy is forwarded to your Academic Fieldwork Coordinator at your educational program. This information may be reviewed by future students as well. The evaluation of the student (FWPE) should be reviewed first, followed by the student’s evaluation of the fieldwork experience (SEFWE), allowing the student to be honest and constructive.

Fieldwork Site ______________________________ Site Code ________
Address ___________________________________________________________
Placement Dates: from _________________________ to _______________________
Order of Placement: [ ] First [ ] Second [ ] Third [ ] Fourth
Living Accommodations: (include type, cost, location, condition)

Public transportation in the area:

Please write your e-mail address here if you don’t mind future students contacting you to ask you about your experience at this site: -

________________________________________

We have mutually shared and clarified this Student Evaluation of the Fieldwork Experience report.

________________________________________________________________________
Student’s Signature FW Educator’s Signature

________________________________________________________________________
Student’s Name (Please Print) FW Educator’s Name and credentials (Please Print)

________________________________________________________________________
FW Educator’s years of experience ______________
### ORIENTATION

Indicate your view of the orientation by checking "Satisfactory" (S) or "Needs Improvement" (I) regarding the three factors of adequacy, organization, and timeliness.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Adequate</th>
<th>Organized</th>
<th>Timely</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Site-specific fieldwork objectives</td>
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<tr>
<td>2. Student supervision process</td>
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<td>3. Requirements/assignments for students</td>
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<td>4. Student schedule (daily/weekly/monthly)</td>
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<td>5. Staff introductions</td>
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<td>6. Overview of physical facilities</td>
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<td>7. Agency/Department mission</td>
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<tr>
<td>8. Overview of organizational structure</td>
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<td>9. Services provided by the agency</td>
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<tr>
<td>10. Agency/Department policies and procedures</td>
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<tr>
<td>11. Role of other team members</td>
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<tr>
<td>12. Documentation procedures</td>
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<td>13. Safety and emergency procedures</td>
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<td>14. Confidentiality/HIPAA</td>
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<td>15. OSHA—Standard precautions</td>
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<td>16. Community resources for service recipients</td>
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<td>17. Department model of practice</td>
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<tr>
<td>18. Role of occupational therapy services</td>
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<tr>
<td>19. Methods for evaluating OT services</td>
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<tr>
<td>20. Other</td>
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</table>

Comments or suggestions regarding your orientation to this fieldwork placement:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

### CASELOAD

List approximate number of each age category in your caseload.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>0–3 years old</td>
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<tr>
<td>3–5 years old</td>
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<tr>
<td>6–12 years old</td>
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<td>13–21 years old</td>
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<td>22–65 years old</td>
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<tr>
<td>&gt; 65 years old</td>
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</tbody>
</table>

List approximate number of each primary condition/problem/diagnosis in your caseload

<table>
<thead>
<tr>
<th>Condition/Problem</th>
<th>Number</th>
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<tbody>
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</table>
## OCCUPATIONAL THERAPY PROCESS

Indicate the approximate number of screenings/evaluations you did; also indicate their value to your learning experience by circling the appropriate number with #1 being least valuable and #5 being the most valuable.

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

| 1. Client/patient screening | 1 | 2 | 3 | 4 | 5 |
| 2. Client/patient evaluations | 1 | 2 | 3 | 4 | 5 |
| (Use specific names of evaluations) | 1 | 2 | 3 | 4 | 5 |
| 3. Written treatment/care plans | 1 | 2 | 3 | 4 | 5 |
| 4. Discharge summary | 1 | 2 | 3 | 4 | 5 |
List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

<table>
<thead>
<tr>
<th>Therapeutic Interventions</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client’s own context with his or her goals)</td>
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<td>4.</td>
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<tr>
<td>Purposeful activity (therapeutic context leading to occupation)</td>
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<tr>
<td>Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)</td>
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<td>1.</td>
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</table>
### THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE

Indicate frequency of theory/frames of reference used

<table>
<thead>
<tr>
<th>Theory/Frame of Reference</th>
<th>Never</th>
<th>Rarely</th>
<th>Occasionally</th>
<th>Frequently</th>
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</thead>
<tbody>
<tr>
<td>Model of Human Occupation</td>
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<tr>
<td>Occupational Adaptation</td>
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<tr>
<td>Ecology of Human Performance</td>
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<tr>
<td>Person–Environment–Occupation Model</td>
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<tr>
<td>Biomechanical Frame of Reference</td>
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<tr>
<td>Rehabilitation Frame of Reference</td>
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<tr>
<td>Neurodevelopmental Theory</td>
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<td>Sensory Integration</td>
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<td>Behaviorism</td>
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<tr>
<td>Cognitive Theory</td>
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<tr>
<td>Cognitive Disability Frame of Reference</td>
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<tr>
<td>Motor Learning Frame of Reference</td>
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<tr>
<td>Other (list)</td>
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### FIELDWORK ASSIGNMENTS

List the types of assignments required of you at this placement (check all that apply), and indicate their educational value (1 = not valuable ------- 5 = very valuable)

- Case study applying the Practice Framework
- Evidence-based practice presentation: Topic:
- Revision of site-specific fieldwork objectives
- Program development Topic:
- In-service/presentation Topic:
- Research Topic:
- Other (list)
### ASPECTS OF THE ENVIRONMENT

<table>
<thead>
<tr>
<th>Aspect</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Staff and administration demonstrated cultural sensitivity</td>
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<tr>
<td>The Practice Framework was integrated into practice</td>
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<tr>
<td>Student work area/supplies/equipment were adequate</td>
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<tr>
<td>Opportunities to collaborate with and/or supervise OTs, OTAs, and/or aides</td>
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<tr>
<td>Opportunities to network with other professionals</td>
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<tr>
<td>Opportunities to interact with other OT students</td>
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<tr>
<td>Opportunities to interact with students from other disciplines</td>
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<tr>
<td>Staff used a team approach to care</td>
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<td>Opportunities to observe role modeling of therapeutic relationships</td>
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<tr>
<td>Opportunities to expand knowledge of community resources</td>
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<tr>
<td>Opportunities to participate in research</td>
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<tr>
<td>Additional educational opportunities (specify):</td>
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</table>

How would you describe the pace of this setting? (circle one)

- Slow
- Med
- Fast

Types of documentation used in this setting:

| Ending student caseload expectation: # of clients per week or day |   |   |   |
| Ending student productivity expectation: % per day (direct care)  |   |   |   |

### SUPERVISION

What was the primary model of supervision used? (check one)

- one supervisor: one student
- one supervisor: group of students
- two supervisors: one student
- one supervisor: two students
- distant supervision (primarily off-site)
- three or more supervisors: one student (count person as supervisor if supervision occurred at least weekly)

List fieldwork educators who participated in your learning experience.

<table>
<thead>
<tr>
<th>Name</th>
<th>Credentials</th>
<th>Frequency</th>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ACADEMIC PREPARATION
Rate the relevance and adequacy of your academic coursework relative to the needs of THIS fieldwork placement, circling the appropriate number. (Note: may attach own course number)

<table>
<thead>
<tr>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Anatomy and Kinesiology</td>
<td>1</td>
</tr>
<tr>
<td>Neurodevelopment</td>
<td>1</td>
</tr>
<tr>
<td>Human development</td>
<td>1</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>Intervention planning</td>
<td>1</td>
</tr>
<tr>
<td>Interventions (individual, group, activities, methods)</td>
<td>1</td>
</tr>
<tr>
<td>Theory</td>
<td>1</td>
</tr>
<tr>
<td>Documentation skills</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
</tr>
<tr>
<td>Professional behavior and communication</td>
<td>1</td>
</tr>
<tr>
<td>Therapeutic use of self</td>
<td>1</td>
</tr>
<tr>
<td>Level I fieldwork</td>
<td>1</td>
</tr>
<tr>
<td>Program development</td>
<td>1</td>
</tr>
</tbody>
</table>

What were the strongest aspects of your academic program relevant to preparing you for THIS Level II fieldwork experience? Indicate your top 5.

- Informatics
- Pathology
- Assistive Tech.
- Interventions
- Social Roles
- Occupation
- Neuro
- Research courses
- Evaluations
- Framework
- A & K
- Administration
- Prog. design/eval
- Adapting Env
- P – E - OP
- Foundations
- Theory
- Consult/collab
- Adult Eval & Interv
- Other:
- Level I FW
- Peds Course
- Adult Models
- Cont. Pract.

What changes would you recommend in your academic program relative to the needs of THIS Level II fieldwork experience?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Fieldwork Educators Manual, 3/2018 SJ
SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations of fieldwork experience were clearly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiences supported student's professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiences matched student's expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What particular qualities or personal performance skills do you feel that a student should have to function successfully on this fieldwork placement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What advice do you have for future students who wish to prepare for this placement?

- Study the following evaluations:
  _______________________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- Study the following intervention methods:
  _______________________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

- Read up on the following in advance:
  _______________________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________

Overall, what changes would you recommend in this Level II fieldwork experience?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Fieldwork Educators Manual, 3/2018 SJ
Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

Indicate the number that seems descriptive of each fieldwork educator. Please make a copy of this page for each individual.

**FIELDWORK EDUCATOR NAME:** __________________________

**FIELDWORK EDUCATOR YEARS OF EXPERIENCE:** __________

<table>
<thead>
<tr>
<th>Provided ongoing positive feedback in a timely manner</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided ongoing constructive feedback in a timely manner</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Reviewed written work in a timely manner</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Made specific suggestions to student to improve performance</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Provided clear performance expectations</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Sequenced learning experiences to grade progression</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Used a variety of instructional strategies</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Taught knowledge and skills to facilitate learning and challenge student</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Identified resources to promote student development</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Presented clear explanations</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Facilitated student’s clinical reasoning</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Used a variety of supervisory approaches to facilitate student performance</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Elicited and responded to student feedback and concerns</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Adjusted responsibilities to facilitate student's growth</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Supervision changed as fieldwork progressed</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Provided a positive role model of professional behavior in practice</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Modeled and encouraged occupation-based practice</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Modeled and encouraged client-centered practice</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Modeled and encouraged evidence-based practice</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Frequency of meetings/types of meetings with supervisor (value/frequency):

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

General comments on supervision: ______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

AOTA SEFWE Task Force, June 2006
Appendix F: Fieldwork Experience Assessment Tool (FEAT)

MID-TERM

FIELDWORK EXPERIENCE ASSESSMENT TOOL (FEAT)

Student's name: Supervisor(s) names:

Facility name:

Context:

The Fieldwork Experience Assessment Tool (FEAT) is the result of an American Occupational Therapy Foundation qualitative study completed by six occupational therapy programs across the United States and Puerto Rico. Data was collected from fieldwork students and fieldwork educators. In their interviews, students and fieldwork educators described fieldwork education in terms of a dynamic triad of interaction among the environment, the fieldwork educator and the student. Interviewees indicated that a positive educational experience occurred when a balance existed among these three key components.

Purpose:
The FEAT identifies essential characteristics of the three key components. By providing a framework to explore the fieldwork experience, the FEAT can help students and fieldwork educators consider how to promote the best possible learning experience.

The purpose of the FEAT is to contribute to student and fieldwork educator discussions, so that reflection and problem solving can occur to enhance the fieldwork experience. The tool is designed to both assess the balance of the three key components, and to facilitate discussion about student and fieldwork educator behaviors and attitudes, and environmental resources and challenges. By mutually identifying issues present during fieldwork, the fieldwork educator and student can use the FEAT as a tool to promote dialogue and foster the identification of strategies to facilitate the just-right challenge. The FEAT may be used early in fieldwork as a tool to promote dialogue, or at anytime throughout fieldwork as the need for problem solving emerges.

Directions:

In the Assessment Section, the FEAT is organized according to the three key components: environment, fieldwork educator, and student. Under each component, essential characteristics and examples are listed. These examples are not all-inclusive; new descriptors may be added to individualize the tool for different settings. The fieldwork educator and student, either individually or together, should complete the FEAT by describing each component using the continuum provided at the top of each section (limited → just right challenge → excessive).

Following the assessment portion of the FEAT, questions are provided to guide student and fieldwork educator discussion and problem solving. Collaboratively reflect upon the student and fieldwork educator descriptions on the FEAT to identify commonalities and differences between the two perspectives, and identify patterns across the key components. Based on these discussions, develop strategies for a more balanced fieldwork experience. Consider environmental experiences and resources; fieldwork educator attitudes, behaviors and professional attributes; and/or student attitudes and behaviors that could enhance the experience. The examples listed within each section are intended to guide discussion between the fieldwork educator and student in an effort to create a successful fieldwork experience. Additional elements may be identified and included according to the nature of the setting or the fieldwork process.

Use of the FEAT at the end of the fieldwork experience is different than at midterm. At the end of the fieldwork the FEAT is completed exclusively by the student to provide “student-to-student” feedback based upon what characteristics the ideal student in this setting should possess to make the most of this fieldwork experience. This final FEAT is sent directly to CSU by the student.
## A. Assessment Section

### ENVIRONMENT

#### I. VARIETY OF EXPERIENCES

<table>
<thead>
<tr>
<th>Descriptions (Limited ▢▢▢▢Just right challenge)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Patients/Clients/Diagnoses</strong></td>
</tr>
<tr>
<td>- Different diagnoses</td>
</tr>
<tr>
<td>- Range of abilities for given diagnosis</td>
</tr>
<tr>
<td>(complexity, function-dysfunction)</td>
</tr>
<tr>
<td>- Diversity of clients, including socioeconomic &amp; lifestyle</td>
</tr>
<tr>
<td><strong>B. Therapy approaches</strong></td>
</tr>
<tr>
<td>- Engage in the entire therapy process</td>
</tr>
<tr>
<td>(evaluation, planning, intervention, documentation)</td>
</tr>
<tr>
<td>- Learn about different roles of therapist (direct service, consultation, education and administration)</td>
</tr>
<tr>
<td>- Use variety of activities with clients</td>
</tr>
<tr>
<td>- Observe and use different frames of reference/theoretical approaches</td>
</tr>
<tr>
<td>- Use occupation vs. exercise</td>
</tr>
<tr>
<td><strong>C. Setting characteristics</strong></td>
</tr>
<tr>
<td>- Pace (setting demands; caseload quantity)</td>
</tr>
<tr>
<td>- Delivery system</td>
</tr>
</tbody>
</table>

#### II. RESOURCES

<table>
<thead>
<tr>
<th>Descriptions (Limited ▢▢▢▢Just right challenge)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. OT Staff</strong></td>
</tr>
<tr>
<td>- See others’ strengths and styles</td>
</tr>
<tr>
<td>- Have multiple role models, resources and support</td>
</tr>
<tr>
<td><strong>B. Professional Staff</strong></td>
</tr>
<tr>
<td>- Observe and hear a different perspective on clients</td>
</tr>
<tr>
<td>- See/experience co-treatments and team work to get whole person perspective</td>
</tr>
<tr>
<td>- Have others to share ideas and frustrations</td>
</tr>
<tr>
<td><strong>C. OT Students</strong></td>
</tr>
<tr>
<td>- Able to compare observations &amp; experiences</td>
</tr>
<tr>
<td>- Exchange ideas</td>
</tr>
</tbody>
</table>

## FIELDWORK EDUCATOR

### I. ATTITUDE

<table>
<thead>
<tr>
<th>Descriptions (Limited ▢▢▢▢Just right challenge)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Likes Teaching/Supervising Students</strong></td>
</tr>
<tr>
<td>- Devote time, invests in students</td>
</tr>
<tr>
<td>- Enjoy mental workout, student enthusiasm</td>
</tr>
<tr>
<td><strong>B. Available/Accessible</strong></td>
</tr>
<tr>
<td>- Take time</td>
</tr>
</tbody>
</table>
### FIELDWORK EDUCATOR (continued)

**C. Supportive**  
- Patient  
- Positive and caring  
- Encourages questions  
- Encourages development of individual style

**D. Open**  
- Accepting  
- Alternative methods  
- To student requests  
- Communication

**E. Mutual Respect**

### II. TEACHING STRATEGIES  
**Descriptions (Limited - Just right challenge - Excessive)**

**A. Structure**  
- Organize information (set learning objectives, regular meetings)  
- Introduce treatment (dialogue, observation, treatment, dialogue)  
- Base structure on student need  
- Identify strategies for adjusting to treatment environment

**B. Graded Learning**  
- Expose to practice (observe, model)  
- Challenge student gradually (reduce direction, probing questions, independence)  
- Base approach on student learning style  
- Individualize based on student's needs  
- Promote independence (trial & error)

**C. Feedback/ Processing**  
- Timely, confirming  
- Positive & constructive (balance)  
- Guide thinking  
- Promote clinical reasoning

**D. Teaching**  
- Share resources and knowledge

**E. Team Skills**  
- Include student as part of team

### III. PROFESSIONAL ATTRIBUTES  
**Descriptions (Limited - Just right challenge - Excessive)**

**A. Role Model**  
- Set good example  
- Enthusiasm for OT  
- Real person  
- Life long learning
### B. Teacher
- Able to share resources and knowledge

### FIELDWORK STUDENT

#### I. ATTITUDE

<table>
<thead>
<tr>
<th>Description</th>
<th>Limited</th>
<th>Just right challenge</th>
<th>Excessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Responsible for Learning</td>
<td>- Active learner (ask questions, consult)</td>
<td>- Prepare (review, read and research materials)</td>
<td>- Self-direct (show initiative, is assertive)</td>
</tr>
<tr>
<td>B. Open/Flexible</td>
<td>- Sensitive to diversity (non-judgmental)</td>
<td>- Responsive to client/consumer needs</td>
<td>- Flexible in thinking (make adjustments, try alternate approaches)</td>
</tr>
<tr>
<td>C. Confident</td>
<td>- Comfort in knowledge and abilities</td>
<td>- Comfort with making and learning from mistakes (take risks, branch out)</td>
<td>- Comfort with independent practice (take responsibility)</td>
</tr>
<tr>
<td>D. Responsive to Supervision</td>
<td>- Receptive to feedback (open-minded, accept criticism)</td>
<td>- Open communication (two-way)</td>
<td></td>
</tr>
</tbody>
</table>

#### II. LEARNING BEHAVIORS

<table>
<thead>
<tr>
<th>Description</th>
<th>Limited</th>
<th>Just right challenge</th>
<th>Excessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Independent</td>
<td>- Have and use knowledge and skills</td>
<td>- Assume responsibility of OT without needing direction</td>
<td>- Incorporate feedback into behavioral changes</td>
</tr>
<tr>
<td>B. Reflection</td>
<td>- Self (processes feelings, actions and feedback)</td>
<td>- With others (supervisor, peers, others)</td>
<td></td>
</tr>
<tr>
<td>C. Active in Supervision</td>
<td>- Communicate needs to supervisor (seek supervision for guidance and processing; express needs)</td>
<td>- Ask questions</td>
<td></td>
</tr>
</tbody>
</table>
B. Discussion Section: Questions to Facilitate Dialogue and Problem Solving

1. A positive fieldwork experience includes a balance between the environment, fieldwork educator and student components. Collaboratively reflect upon the descriptions outlined by the student and fieldwork educator and identify perceptions below.

<table>
<thead>
<tr>
<th>Common perspectives between student and fieldwork educator</th>
<th>Different perspectives between student and fieldwork educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>FW Educator</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>

2. What patterns are emerging across the three key components?

3. What strategies or changes can be implemented to promote a successful fieldwork experience? Describe below:

<table>
<thead>
<tr>
<th>Components of a Successful Fieldwork</th>
<th>Environment, Fieldwork Educator and/or Student Strategies and Changes to Promote Successful Fieldwork Experience at this Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>Experiences</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>Fieldwork Educator</td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>Behaviors</td>
<td></td>
</tr>
<tr>
<td>Professional attributes</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>Behaviors</td>
<td></td>
</tr>
</tbody>
</table>
Appendix G: Course Syllabi

AUGUSTA UNIVERSITY

OTHP6000 Fieldwork 1A (0-0-3-1)

Course Faculty: Stephanie Johnson, MHS, OTR/L
sjohnson8@augusta.edu
Academic Fieldwork Coordinator

Prerequisite: Successful admission to the MHSOT program

Course Description: Application of the knowledge and skills learned in first semester graduate OT coursework.

Relationship to the Curriculum Design: The fieldwork experiences integrate the learning objectives of the first semester providing a framework for evidence based decisions to guide client and family centered occupational decisions that promote optimal roles and productivity within the client’s own community and culture. Various cultures, practice settings, and assessments are utilized to expose the student to the role of OT in varied settings, as an interdisciplinary team member, and uses of OT theory and frames of references, and the role of the OTA and other disciplines.

Grading: Grading is based on: Fieldwork Professional Behaviors Checklist; Fieldwork Assessment of Student Clinical Performance, and submission of all forms and prerequisites for the FW site, including the aforementioned, by given deadline.

Required Forms for submission:
- Assessments: FW Professional Behavior Checklist (5 points); FW Assessment of Student Clinical Performance (5 points)
- AOTA Data Form (5 points)
- Student Evaluation of FW experience (5 points)
- FW Certificate with all required signatures (5 points)
- Fieldwork response on D2L, as per AFWC (5 points)
There are a total of 30 points available in this course. Students must turn in items on time to earn full credit. Late items will be accepted with a 1.5 reduction in points per day late up to 2 days. No assignment will be accepted after 2 days past assigned deadline.

**Grade:**

- **A-** 90%  27 points and passing score on FW Professional Behavior Checklist
- **B-** 80%  24 points and passing score FW Professional Behavior Checklist
- **C-** 70%  21 points and passing score on FW Professional Behavior Checklist
- **D-** 60% 18 points and passing score on FW Professional Behavior Checklist
- **F-** 50% < 15 points and passing score on FW Professional Behavior Checklist

The AU Department of OT does not accept any graduate course grade less than a C; any point score below 21, is considered failing for this course.

**Fieldwork Learning Objectives: The learner will:**

1. Begin to explore the student therapist’s knowledge of OT and role of FW in educational preparation, including a beginning application of didactic coursework from this semester in FW scenarios.
2. Identify the types of occupational therapy practice settings, including the various roles that the OT and/or other professionals have in the assigned FW setting.
3. Identify OT theory and/or frames of references used by therapists in practice;
4. Discuss the diversity of treatment options offered within the assigned FW setting, including treatment options and approaches.
5. Identify the OT supervisory structure and understand the delineations between the OTS, OTA, and/or the OTR as applicable to the assigned FW setting.
6. Identify the OT process of evaluation, intervention, and targeting of outcomes.
7. Discuss the clinical instructor's clinical reasoning, problem solving, therapeutic use of self, safety awareness, and other's culture, values and needs during the OT process.
8. Demonstrate professional behaviors required by the academic and clinical setting.

**Recommended Text:**

**Course Schedule:**

<table>
<thead>
<tr>
<th>Approximate Monthly Time Frame</th>
<th>Assignments/Preparation</th>
</tr>
</thead>
</table>
| August-October:               | • Attend first FW seminar  
|                               | • Review FW manual; Submit attestation to D2L;  
|                               | • Review FW site options for fall and spring semester  
|                               | • Complete FW lotteries for Fall and spring semester  
|                               | • Complete training modules as assigned, including HIPAA training  |
| October-November:             | • Attend First Clinical FW Experience  
|                               | • All assignments due for First Clinical FW Experience by midnight last day of FW experience (uploaded to D2L):  
|                               |   o FW Professional Behaviors Checklist,  
|                               |   o FW Assessment of Student Clinical Performance,  
|                               |   o AOTA Data Form,  
|                               |   o Student Evaluation of FW Experience,  
|                               |   o FW Certificate with signatures,  
|                               |   o D2L response (as required by AFWC).  |
OTHP 6001B Fieldwork (0-0-3-1)

Course Faculty: Stephanie Johnson, MHS, OTR/L
sjohnson8@augusta.edu
Academic Fieldwork Coordinator

Prerequisites: Successful completion of 1st semester MHSOT Program

Course Description: Application of the knowledge and skills learned in the 1st and 2nd semester graduate OT coursework in a community and/or mental health setting.

Grading: is based on completion of Fieldwork Professional Behaviors Checklist; Fieldwork Assessment of Student Clinical Performance, and submission of all forms and prerequisites for the FW site, including the aforementioned, by given deadline.

Required Forms for submission:

- Assessments: FW Professional Behavior Checklist (5 points); FW Assessment of Student Clinical Performance (5 points)
- AOTA Data Form (5 points)
- Student Evaluation of FW experience (5 points)
- FW Certificate with all required signatures (5 points)
- Fieldwork response on D2L, as per AFWC (20 points)

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Deadline</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Passing scores on both the FW Professional Behaviors Checklist and the FW Assessment of Student Clinical Performance.</td>
<td>If not passing score, automatic fail of FW experience.</td>
<td></td>
</tr>
<tr>
<td>*Student assessments are designed to be pass/fail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. All work submitted and on time, including: Professional Behavior Checklist, Fieldwork Assessment of Student Clinical Performance; Student Evaluation of FW experience; AOTA Data Form; FW certificate with signatures</td>
<td>11:59 pm Friday of last week of FW experience</td>
<td>Max points: 5 points per item if turned in by the deadline. 1.5 point reduction in points per day late, per late item</td>
</tr>
</tbody>
</table>
3. Prerequisites submitted to AFWC and site at least 4 weeks prior to start of FW experience; if site has different timeline, notification of AFWC must occur. If not completed, automatic fail of FW experience.

4. All submitted responses on D2L Posts occur at 2, 5, 8, and 12 weeks; all posts are due the week above by 11:59 pm Max points: 5 points per post points if completed by deadlines. 1.5 point reduction in points per day late.

There are a total of 45 points available in this course. Students must turn in items on time to earn full credit. Late items will be accepted with a 1.5 point reduction in points per day late up to 2 days. No assignment will be accepted after 2 days past assigned deadline.

Grade:

**A-** 90% 40.5 points and passing score on FW Professional Behavior Checklist

**B-** 80% 36 points and passing score FW Professional Behavior Checklist

**C-** 70% 31.5 points and passing score on FW Professional Behavior Checklist

**D-** 60% 27 points and passing score on FW Professional Behavior Checklist

**F.** 50% < 22.5 points and passing score on FW Professional Behavior Checklist

**Relationship to the Curriculum Design:** The fieldwork experiences integrates the learning objectives of the first and second semesters providing a framework for evidence based decisions to guide client and family centered occupational services that promote optimal roles and productivity within the client’s own community and culture. Level I experiences are designed to provide fieldwork seminars and experiences to strengthen the ties between the didactic and fieldwork education. Students are provided the opportunity to meet the psychosocial needs of clients and carry out professional responsibilities under supervision and for professional role modeling. The experiences are designed to allow the students the opportunity to apply the OT process, seek evidence related to psychosocial and physical needs, collaboratively work with client and family as appropriate to assess and provide services for clients that are designed to enhance occupational performance. Methods and interactions used will be culturally appropriate, client and family centered, occupationally based and supported by evidence.

**Purpose of OTHP 6001:** Students will identify the impact of psychosocial client factors on occupational performance areas within community and/or mental health settings. Students will use assessment information; design and lead groups; analyze program effectiveness; and observe the impact of psychosocial health on occupational roles and values within community and/or mental health settings. Students will recognize the influence of culture on psychosocial
client factors within community and/or mental health settings. The purpose of the Level I experience is to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process, specific for the community and/or mental health setting.

**Recommended Text:**

**Fieldwork Learning Objectives**: The learner will:
1. Assess the roles of the various service providers, including but not limited to occupational therapists, in addressing psychosocial factors in community and/or mental health setting.
2. In collaboration with peers and staff, assess client’s occupational and performance needs within a community and/or mental health setting.
3. Participate and/or lead group sessions, based on the psychosocial needs of the clients and fieldwork setting.
4. Apply course content of Semester I and II learning experiences in a community and/or mental health fieldwork setting.
5. Establish client and family centered goals that address cultural needs, client and family centered care, reflects current evidence regarding OT’s role and offered mental health services, as well as occupation based interventions.
6. Explain, advocate, and promote for OT services within the community and/or mental health setting.
7. Professionally manage behavioral issues in a safe and effective manner.
8. Work effectively with other disciplines and personnel offering needed client services.
9. Continue to observe and participate in clinical reasoning, problem solving, therapeutic use of self, safety awareness, and awareness of others’ culture, values, and needs by: beginning to identify client needs; assisting CI in the appropriate assessment tools; discussing with CI client centered reimbursable goals; and seeking out evidence for intervention consideration.
10. Beginning to foster professional development in regards to professional behavior required in a clinical setting, including receiving constructive feedback regarding personal performance for professional competency enhancement.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Approximate Monthly Time Frame</th>
<th>Assignments/Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>• Attend FW Seminar</td>
</tr>
<tr>
<td>February-April</td>
<td>• Attend Psychosocial FW experience Thursday mornings from 8:00 am-12:00 pm at assigned sites;</td>
</tr>
<tr>
<td></td>
<td>• All assignments due for Psychosocial FW Experience by 11:59 pm on the last day of FW experience (uploaded to D2L):</td>
</tr>
<tr>
<td></td>
<td>o FW Professional Behaviors Checklist,</td>
</tr>
<tr>
<td></td>
<td>o FW Assessment of Student Clinical Performance,</td>
</tr>
<tr>
<td></td>
<td>o AOTA Data Form,</td>
</tr>
<tr>
<td></td>
<td>o Student Evaluation of FW Experience,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>o FW Certificate with signatures,</td>
</tr>
<tr>
<td></td>
<td>o D2L response (as required by AFWC).</td>
</tr>
</tbody>
</table>
OTHP 6002 Fieldwork IC (0-0-6-2)

Course Pre-requisites: Successful completion of previous semester’s MHSOT coursework

Course Description: Application of the knowledge and skills learned through the third semester of graduate occupational therapy coursework

Relationship to the Curriculum Design: Level I experiences are designed to provide fieldwork seminars and experiences to strengthen the ties between the didactic and fieldwork education. Students are provided the opportunity to meet the comprehensive needs of clients and carry out professional responsibilities under supervision and for professional role modeling. The experiences are designed to allow the students the opportunity to apply the OT process, seek out evidence related to psychosocial, cognitive, and physical needs, and collaboratively work with adult clients that are designed to enhance occupational performance. Methods and interactions used will be culturally appropriate, client and family centered, occupationally based, and supported by evidence.

Purpose of the OTHP 6002 Fieldwork Experience: To explore the needs of older adult and pediatric clients and their performance areas and settings in order to analyze the impact on occupation; to assess and provide intervention; and to analyze the programmatic effectiveness. These two experiences allows for analysis of the impact of health and illness on occupational roles and values within various contexts across the age spectrum. Cultural acceptance of health conditions is also explored. The purpose of the Level I experience is to enrich the didactic coursework through directed observation and participation in selected aspects of the OT process. The focus of the AU Level I experience is not intended to be independent performance.

Within the camp experience, the student will foster continued clinical skills in a non-traditional fieldwork setting, including discovery of the caregiving role. Under the direction and supervision of supporting personnel (i.e. camp director, medical director, group leader, camp staff) the student will assist in the implementation, direction, and maintenance of a camping program for the care and enrichment for children with various disabilities in a safe, healthy, fun environment.

Grading:  
Grading is based on: Fieldwork Professional Behaviors Checklist; Fieldwork Assessment of Student Clinical Performance, and submission of all forms and prerequisites for the FW site, including the aforementioned, by given deadline.
Required Forms for submission:
• Assessments: FW Professional Behavior Checklist (5 points); FW Assessment of Student Clinical Performance (5 points)
• AOTA Data Form (5 points)
• Student Evaluation of FW experience (5 points)
• FW Certificate with all required signatures (5 points)
• Fieldwork response on D2L, as per AFWC (5 points)

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Deadline</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Passing scores on both the FW Professional Behaviors Checklist and the FW Assessment of Student Clinical Performance. *Student assessments are designed to be pass/fail</td>
<td>If not passing score, automatic fail of FW experience.</td>
<td></td>
</tr>
<tr>
<td>2. All work submitted and on time, including: Professional Behavior Checklist, Fieldwork Assessment of Student Clinical Performance; Student Evaluation of FW experience; AOTA Data Form; FW certificate with signatures</td>
<td>11:59 pm Friday of last day of FW experience</td>
<td>Max points: 5 points per item if turned in by the deadline. 1.5 point reduction in points per day late, per late item</td>
</tr>
<tr>
<td>3. Prerequisites submitted to AFWC and site at least 4 weeks prior to start of FW experience; if site has different timeline, notification of AFWC must occur.</td>
<td>4 weeks prior to start of FW</td>
<td>If not completed, automatic fail of FW experience.</td>
</tr>
<tr>
<td>4. All submitted responses on D2L</td>
<td>2 posts over 3 days for all FWs; last post must occur by 11:59 pm Friday of FW experience*</td>
<td>Max points: 5 points per item if turned in by the deadline. 1.5 point reduction in points per day late, per late item</td>
</tr>
</tbody>
</table>

There are a total of 30 points available in this course. Students must turn in items on time to earn full credit. Late items will be accepted with a 1.5 reduction in points per day late up to 2 days. No assignment will be accepted after 2 days past assigned deadline.

Grade:
A- 90% 27 points and passing score on FW Professional Behavior Checklist
B- 80% 24 points and passing score FW Professional Behavior Checklist
C- 70% 21 points and passing score on FW Professional Behavior Checklist
D- 60% 18 points and passing score on FW Professional Behavior Checklist
F- 50% < 15 points and passing score on FW Professional Behavior Checklist
The AU Department of OT does not accept any graduate course grade less than a C; any point score below 21, is considered failing for this course.

**Fieldwork Learning Objectives:** The learner will:

1. Summarize the student therapist’s knowledge of OT and role of FW in educational preparation, including a application of didactic coursework from this semester in FW scenarios.
2. Examine the types of occupational therapy practice settings, including the various roles that the OT and/or other professionals have in the assigned FW setting.
3. Interpret OT theory and frames of references used by therapists in practice.
4. Examine the diversity of treatment options offered within the assigned FW setting, including treatment options and approaches.
5. Identify the OT supervisory structure and understand the delineations between the OTS, OTA, and/or the OTR as applicable to the assigned FW setting.
6. Summarize the OT process of evaluation, intervention, and targeting of outcomes.
7. Link the clinical instructor's clinical reasoning, problem solving, therapeutic use of self, safety awareness, and other's culture, values and needs during the OT process.
8. Demonstrate professional behaviors required by the academic and clinical setting.

**Recommended Text:**

**Course Schedule:**

<table>
<thead>
<tr>
<th>Approximate Monthly Time Frame</th>
<th>Assignments/Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>May-June</td>
<td>Complete FW lotteries for Summer Semester, Attend FW Meetings</td>
</tr>
<tr>
<td>July-August</td>
<td>Attend Camp and Older Adult FW Experience, All assignments due for FW Experience by 11:59 pm on the last day of FW experience (uploaded to D2L): ○ FW Professional Behaviors Checklist, ○ FW Assessment of Student Clinical Performance, ○ AOTA Data Form, ○ Student Evaluation of FW Experience, ○ FW Certificate with signatures, ○ D2L response (as required by AFWC).</td>
</tr>
</tbody>
</table>
OTHP 6003 Fieldwork I D (0-0-6-2)

[One pediatric rotation and one adult population rotation]

Course Faculty: Stephanie Johnson, MHS, OTR/L
   sjohnson8@augusta.edu
   Academic Fieldwork Coordinator

Pre-Requisites: Successful completion of the previous semester MHSOT coursework

Course Description: Application of the knowledge and skills learned through the previous semesters of graduate occupational therapy coursework in a clinical setting.

Relationship to the Curriculum Design: Provides the essential practical integration of knowledge and skills related to the curriculum design themes of pediatric and adult occupational based assessment and intervention; client and family centered care across the age span; evidence based practice; cultural competency; adaptation and use of assistive technologies and environmental modifications; as well as the development of professional leadership, supervisions, ethical considerations, and values.

Grading:
  Grading is based on: Fieldwork Professional Behaviors Checklist; Fieldwork Assessment of Student Clinical Performance, and submission of all forms and prerequisites for the FW site, including the aforementioned, by given deadline.
  Required Forms for submission:
  • Assesments: FW Professional Behavior Checklist (5 points); FW Assessment of Student Clinical Performance (5 points)
  • AOTA Data Form (5 points)
  • Student Evaluation of FW experience (5 points)
  • FW Certificate with all required signatures (5 points)
  • Fieldwork response on D2L, as per AFWC (5 points)
<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Deadline</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Passing scores on both the FW Professional Behaviors Checklist and the FW Assessment of Student Clinical Performance. *Student assessments are designed to be pass/fail</td>
<td>If not passing score, automatic fail of FW experience.</td>
<td></td>
</tr>
<tr>
<td>2. All work submitted and on time, including: Professional Behavior Checklist, Fieldwork Assessment of Student Clinical Performance; Student Evaluation of FW experience; AOTA Data Form; FW certificate with signatures</td>
<td>11:59 pm Friday of last day of FW experience</td>
<td>Max points: 5 points per item if turned in by the deadline. 1.5 point reduction in points per day late, per late item</td>
</tr>
<tr>
<td>3. Prerequisites submitted to AFWC and site at least 4 weeks prior to start of FW experience; if site has different timeline, notification of AFWC must occur.</td>
<td>4 weeks prior to start of FW experience</td>
<td>If not completed, automatic fail of FW experience.</td>
</tr>
<tr>
<td>4. All submitted responses on D2L</td>
<td>2 posts over 3 days for all FWs; last post must occur by 11:59 pm Friday of FW experience*</td>
<td>Max points: 5 points per item if turned in by the deadline. 1.5 point reduction in points per day late, per late item</td>
</tr>
</tbody>
</table>

There are a total of 30 points available in this course. Students must turn in items on time to earn full credit. Late items will be accepted with a 1.5 reduction in points per day late up to 2 days. No assignment will be accepted after 2 days past assigned deadline.

Grade:
- A- 90%  27 points and passing score on FW Professional Behavior Checklist
- B- 80%  24 points and passing score FW Professional Behavior Checklist
- C- 70%  21 points and passing score on FW Professional Behavior Checklist
- D- 60% 18 points and passing score on FW Professional Behavior Checklist
- F- 50% < 15 points and passing score on FW Professional Behavior Checklist

The AU Department of OT does not accept any graduate course grade less than a C; any point score below 21, is considered failing for this course.

**Fieldwork Learning Objectives:** The learner will:
1. Discuss the student therapist’s knowledge of OT and role of FW in educational preparation, including a application of didactic coursework from this semester and previous semesters in FW scenarios.
2. Elaborate on the types of occupational therapy practice settings, including the various roles that the OT and/or other professionals have in the assigned FW setting
3. Examine OT theory and frames of references used by therapists in practice;
4. Elaborate on and discuss the diversity of treatment options offered within the assigned FW setting, including treatment options and approaches.
5. Examine the OT supervisory structure and understand the delineations between the OTS, OTA, and/or the OTR as applicable to the assigned FW setting.
6. Combine the OT process of evaluation, intervention, and targeting of outcomes.
7. Link the clinical instructor’s clinical reasoning, problem solving, therapeutic use of self, safety awareness, and other’s culture, values and needs during the OT process.
8. Demonstrate professional behaviors required by the academic and clinical setting.

**Recommended Text:**

**Course Schedule:**

<table>
<thead>
<tr>
<th>Approximate Monthly Time Frame</th>
<th>Assignments/Preparation</th>
</tr>
</thead>
</table>
| August-September              | • Complete FW lotteries for Fall Semester  
|                               | • Attend FW meetings as scheduled |
| October-November              | • Attend Adult and Pediatric FW Experiences  
|                               | • All assignments due for FW Experience by 11:59 pm last day of FW experience (uploaded to D2L):  
|                               |   o FW Professional Behaviors Checklist,  
|                               |   o FW Assessment of Student Clinical Performance,  
|                               |   o AOTA Data Form,  
|                               |   o Student Evaluation of FW Experience,  
|                               |   o FW Certificate with signatures,  
|                               |   o D2L response (as required by AFWC). |
OTHP 7009 Level II Fieldwork Experience A  (0-0-40-9) &

OTHP 7010 Level II Fieldwork Experience B  (0-0-40-9)

Course Faculty: Stephanie Johnson, MHS, OTR/L
sjohnson8@augusta.edu
Academic Fieldwork Coordinator

Pre-requisites: Successful completion of all preceding semesters. Recommendation of the Faculty, the Academic Fieldwork Coordinator(s), and the Chair for Level II fieldwork readiness; and meets all standards for professional behavior.

Course Description: Intensive practicum to address the development of competent, entry-level, generalist occupational therapist. Level II Fieldwork experiences are assigned based on the program curriculum design, and include in-depth experience in delivering occupational therapy services to clients. The fieldwork experiences focus on the application of purposeful and meaningful occupation and may include research, administration, and management of occupational services. Level II fieldwork supports the entire MHSOT curriculum and foundational content. In addition to fieldwork, students are required to complete assignments for the course instructor which link fieldwork experiences

Relationship to Curriculum Design: Level II Fieldwork Experiences are designed to create partnerships with practice settings to enable OT students to carry out professional responsibilities under supervision and for professional role modeling. Fieldwork education is a crucial component of AU’s professional preparation of entry level professionals. Through Level II Fieldwork, students will enhance their integration of previously learned skills and knowledge for competent entry level development in: addressing the client and family members’ needs; to use evidence to make appropriate ethical and intervention decisions; to display cultural competency in all care and interactions; and to promote the optimal well being and occupational performance for the recipients of OT services.

Purpose of the Level II Experiences: ACOTE describes the goal of Level II experiences is to develop competent, entry level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and include in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings (2011).
Level II Fieldwork may also focus on research, administration, and management of OT services.

**Evaluation Form:** The Department of Occupational Therapy uses AOTA’s *Fieldwork Performance Evaluation for the Occupational Therapy Student* form, as well as the Fieldwork Professional Behavior Assessment Form. Students must also submit AOTA’s *Student Evaluation of the Fieldwork Experience* prior to the end of each Level II fieldwork rotation. **Failure to submit any of these forms will prevent the completion of this course.**

**Grading:** This course has an academic and fieldwork component. Students must pass both components to earn a satisfactory final grade in this course.

**Academic Component:** In order to receive a satisfactory grade in the academic component of this course, a student must turn in the following assignments by the assigned due date. **Any score of a zero may result in an unsatisfactory score for the course regardless of performance on fieldwork. Incomplete assignments will not be accepted.**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>7009 DATE</th>
<th>7010 Date</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One Check In (supporting documents)</td>
<td>11:59 pm Friday Feb 9(^{th}):</td>
<td>11:59 pm Friday May 18(^{th})</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
<tr>
<td>Week 4 Check In</td>
<td>11:59 pm Friday March 2nd</td>
<td>11:59 pm Friday June 8th</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
<tr>
<td>Midterm FW Performance Evaluation</td>
<td>11:59 pm Friday March 16(^{th})</td>
<td>11:59 pm Friday June 22nd</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
<tr>
<td>Midterm Professionalism Evaluation</td>
<td>11:59 pm Friday March 16(^{th})</td>
<td>11.59 on Friday June 22nd</td>
<td>Max points 5 if turned in by the deadline.</td>
</tr>
<tr>
<td>Assignment</td>
<td>Deadline 1</td>
<td>Deadline 2</td>
<td>Notes</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Midterm Check-in (written)</td>
<td>11:59 pm Wednesday March 21st</td>
<td>11:59 pm Wednesday June 27th</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
<tr>
<td>Final FW Performance Evaluation- FWPE</td>
<td>11:59 pm Friday April 27th</td>
<td>11:59 pm Friday Aug 3(^{rd})</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
<tr>
<td>Final Student Evaluation of FW Site- SEFWE</td>
<td>11:59 pm Friday April 27th</td>
<td>11:59 pm Friday Aug 3(^{rd})</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
<tr>
<td>Final Check in (written)</td>
<td>11:59 pm Friday April 27th</td>
<td>11:59 pm Friday Aug 3(^{rd})</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
<tr>
<td>Professionalism Fieldwork Evaluation</td>
<td>11:59 pm Friday April 27th</td>
<td>11:59 pm Friday Aug 3(^{rd})</td>
<td>Max points 5 if turned in by the deadline. 20% reduction in points per day late</td>
</tr>
</tbody>
</table>

**TOTAL AVAILABLE POINTS***

|                                              |                                             | 45 points                   |

Fieldwork Educators Manual, 3/2018 SJ
There are a total of 45 points available in this course. Students must turn in items on time to earn full credit. Late items will be accepted with a 20% reduction in points per day late up to 3 days. No assignment will be accepted after 3 days.

Grade:

- **A-** 90% 40.5 points and passing score on FWPE and Professionalism Assessment
- **B-** 80% 36 points and passing score on FWPE and Professionalism Assessment
- **C-** 70% 31.5 points and passing score on FWPE and Professionalism Assessment

The AU Dept of OT does not accept any graduate course grade less than a C.

**Fieldwork Component:** AOTA requires a minimum passing score of 122 on the final FWPE for a student to pass the fieldwork component of the course. Students must pass the safety items on the FWPE regardless of final score.

**Students must earn a passing score in the academic, professionalism, and fieldwork portion of this course to earn a satisfactory grade.**

Adherence to due dates are the student’s responsibility: not the fieldwork supervisor or fieldwork site. Graduate OT students should be aware of their due dates and advise their fieldwork sites/supervisors accordingly. Lack of access to fax, internet, your computer/document, scanner, etc are not acceptable excuses for late assignments. Late assignments WILL impact your final grades AND your final transcript. A delayed final transcript will impact your ability to take the NBCOT exam in a timely manner.

**Textbook:** AU Department of Occupational Therapy Fieldwork Manual (available on D2L)

**Attendance:** See Fieldwork manual for attendance policy while on fieldwork rotations. In addition, mandatory fieldwork prep seminars will be held prior to the initiation of all fieldwork rotations. Attendance is mandatory due to the importance of the information contained in these seminars, including, but not limited to, grading, site specific objectives, AOTA fieldwork guidelines, and the AOTA fieldwork evaluation form. Failure to attend these seminars will prevent students from being cleared for fieldwork.

**Students should refer to the Department of Occupational Therapy Student Handbook for questions regarding policies and procedures. The Student Fieldwork Manual is also available for explanations of both Level I and Level II fieldwork at AU.**
Appendix H: AOTA Data Form

AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (OTA) students will find valuable information describing the characteristics of the fieldwork setting; the client population; commonly used assessments; interventions; and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.
The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.
### AOTA FIELDWORK DATA FORM

**Date:**

**Name of Facility:**

**Address:** Street:  
**City:**  
**State:**  
**Zip:**

<table>
<thead>
<tr>
<th>FW I</th>
<th>FW II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Person:</strong></td>
<td><strong>Contact Person:</strong></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td><strong>Phone:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><strong>Email:</strong></td>
</tr>
<tr>
<td><strong>Initiation Source:</strong></td>
<td><strong>Corporate Status:</strong></td>
</tr>
<tr>
<td>□ FW Office</td>
<td>□ For Profit</td>
</tr>
<tr>
<td>□ FW Site</td>
<td>□ Nonprofit</td>
</tr>
<tr>
<td>□ Student</td>
<td>□ State Gov’t</td>
</tr>
<tr>
<td>□ College Program</td>
<td>□ Federal Gov’t</td>
</tr>
</tbody>
</table>

| □ Preferred Sequence of FW: | □ Second/Third only; First must be in: |
| □ Full-time only | □ Part-time option |
| □ Prefer full-time |

**Director:**

**Phone:**

**Fax:**

**Website address:**

### OT Fieldwork Practice Settings:

#### Hospital-based settings

- □ Inpatient Acute
- □ Inpatient Rehab
- □ SNF/Sub-Acute/Acute Long-Term Care
- □ General Rehab Outpatient
- □ Outpatient Hands
- □ Pediatric Hospital/Unit
- □ Pediatric Hospital Outpatient
- □ Inpatient Psychiatric

#### Community-based settings

- □ Pediatric Community
- □ Behavioral Health Community
- □ Older Adult Community Living
- □ Older Adult Day Program
- □ Outpatient/Hand private practice
- □ Adult Day Program for DD
- □ Home Health
- □ Pediatric Outpatient Clinic

#### School-based settings

- □ Early Intervention
- □ School
- □ Other area(s)
- □ Please specify:

#### Age Groups:

- □ 0–5
- □ 6–12
- □ 13–21
- □ 22–64
- □ 65+

#### Number of Staff:

- □ OTRs:
- □ OTAs/COTAs:
- □ Aides:
- □ PT:
- □ Speech:
- □ Resource Teacher:
- □ Counselor/Psychologist:
- □ Other:

### Student Prerequisites (check all that apply) [ACOTE Standard C.1.2]

- □ CPR
- □ Medicare/Medicaid fraud check
- □ Criminal background check
- □ Child protection/abuse check
- □ Adult abuse check
- □ Fingerprinting

#### Health requirements:

- □ First aid
- □ Infection control training
- □ HIPAA training
- □ Prof. liability ins.
- □ Own transportation
- □ Interview
- □ HepB
- □ MMR
- □ Tetanus
- □ Chest x-ray
- □ Drug screening
- □ TB/Mantoux

#### Please list any other requirements:

- □ Physical Check up
- □ Varicella
- □ Influenza

### Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: [ACOTE Standards C.1.2, C.1.11]

- □ Student work schedule and outside study expected:
  - Schedule hrs/week/day: □ yes □ no
  - Do students work weekends? □ yes □ no
  - Do students work evenings? □ yes □ no

- □ Other:
  - Room provided □ yes □ no
  - Meals □ yes □ no
  - Stipend amount: □ High □ Moderate □ Low

- □ Describe level of structure for student:

- □ Describe level of supervisory support for student:

- □ High □ Moderate □ Low

### Describe the FW environment/atmosphere for student learning:

### Describe available public transportation:
### Types of OT interventions addressed in this setting (check all that apply):

**Occupations:** Client-directed occupations that match and support identified participation level goals (check all that apply):

- ACOTE Standards C.1.8, C.1.11, C.1.12

<table>
<thead>
<tr>
<th>Activities of Daily Living (ADL)</th>
<th>Instrumental Activities of Daily Living (IADL)</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Bathing/showering</td>
<td>□ Care of others/pets</td>
<td>□ Formal education participation</td>
</tr>
<tr>
<td>□ Toileting and toilet hygiene</td>
<td>□ Care of pets</td>
<td>□ Informal personal education needs or interests exploration</td>
</tr>
<tr>
<td>□ Dressing</td>
<td>□ Child rearing</td>
<td>□ Informal personal education participation</td>
</tr>
<tr>
<td>□ Swallowing/eating</td>
<td>□ Communication management</td>
<td></td>
</tr>
<tr>
<td>□ Feeding</td>
<td>□ Driving and community mobility</td>
<td></td>
</tr>
<tr>
<td>□ Functional mobility</td>
<td>□ Financial management</td>
<td></td>
</tr>
<tr>
<td>□ Personal device care</td>
<td>□ Health management and maintenance</td>
<td></td>
</tr>
<tr>
<td>□ Personal hygiene and grooming</td>
<td>□ Home establishment and management</td>
<td></td>
</tr>
<tr>
<td>□ Sexual activity</td>
<td>□ Meal preparation and clean up</td>
<td></td>
</tr>
<tr>
<td>Rest and Sleep</td>
<td>□ Religious / spiritual activities and expression</td>
<td></td>
</tr>
<tr>
<td>□ Rest</td>
<td>□ Safety and emergency maintenance</td>
<td></td>
</tr>
<tr>
<td>□ Sleep preparation</td>
<td>□ Shopping</td>
<td></td>
</tr>
<tr>
<td>□ Sleep participation</td>
<td>□ □ Shopping</td>
<td></td>
</tr>
</tbody>
</table>

**Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement**

- Practicing an activity
- Simulation of activity
- Role play
- Examples:

**Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance**

- Preparatory tasks
- Exercises
- Physical agent modalities
- Splinting
- Assistive technology
- Wheelchair mobility
- Examples:

**Leisure**

- Leisure exploration
- Leisure participation

**Social Participation**

- Community
- Family
- Peer/friend

**Education**: describe

**Training**: describe

**Advocacy**: describe

**Group Interventions**: describe

**Method of Intervention**

<table>
<thead>
<tr>
<th>Direct Services/Caseload for entry-level OT</th>
<th>Outcomes of Intervention</th>
<th>Theory/Frame of Reference/Models of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ One-to-one:</td>
<td>□ Occupational performance improvement and/or enhancement</td>
<td>□ Acquisitional</td>
</tr>
<tr>
<td>□ Small group(s):</td>
<td>□ Health and Wellness</td>
<td>□ Biomechanical</td>
</tr>
<tr>
<td>□ Large group:</td>
<td>□ Prevention</td>
<td>□ Cognitive/Behavioral</td>
</tr>
<tr>
<td>Discharge/Outcomes of Clients (% clients)</td>
<td>□ Quality of life</td>
<td>□ Coping</td>
</tr>
<tr>
<td>□ Home</td>
<td>□ Role competence</td>
<td>□ Development</td>
</tr>
<tr>
<td>□ Another medical facility</td>
<td>□ Participation</td>
<td>□ Ecology of Human Performance</td>
</tr>
<tr>
<td>□ Home health</td>
<td></td>
<td>□ Model of Human Occupation (MOHO)</td>
</tr>
</tbody>
</table>

**Outcomes of Intervention**

- □ Occupational performance improvement and/or enhancement
- □ Health and Wellness
- □ Prevention
- □ Quality of life
- □ Role competence
- □ Participation

**OT Intervention Approaches**

- □ Create, promote health/habits
- □ Establish, restore, remediate
- □ Maintain
- □ Modify, facilitate compensation, adaptation
- □ Prevent disability

**Theory/Frame of Reference/Models of Practice**

- □ Acquisitional
- □ Biomechanical
- □ Cognitive/Behavioral
- □ Coping
- □ Developmental
- □ Ecology of Human Performance
- □ Model of Human Occupation (MOHO)
- □ Occupational Adaptation
- □ Occupational Performance
- □ Person-Environment-Occupation (PEO)
- □ Person-Environment-Occupational Performance (PEOP)
- □ Psychosocial
- □ Rehabilitation frames of reference
- □ Sensory Integration
- □ Other (please list):
### Identify safety precautions important at your FW site

- Medications
- Postsurgical (list procedures)
- Contact guard for ambulation
- Fall risk
- Other (describe): Swallowing/choking risks
- Behavioral system/ privilege level (locked areas, grounds)
- Sharps count
- 1 to 1 safety/suicide precautions

### Performance skills, patterns, contexts and client factors addressed in this setting

#### ACOTE Standard C. 1.12

#### Performance Skills:
- Motor skills
- Process skills
- Social interaction skills

#### Performance Patterns:
- Person:
  - Habits
  - Routines
  - Rituals
  - Roles
- Group or Population:
  - Habits
  - Routines
  - Rituals
  - Roles

#### Client Factors:
- Values
- Beliefs
- Spirituality
- Mental functions (affective, cognitive, perceptual)
- Sensory functions
- Neuromusculoskeletal and movement-related functions
- Muscle functions
- Movement functions
- Cardiovascular, hematological, immunological, and respiratory system functions
- Voice and speech functions; digestive, metabolic, and endocrine system functions
- Skin and related-structure functions

#### Context(s):
- Cultural
- Personal
- Temporal
- Virtual

#### Environment:
- Physical
- Social

### Most common services priorities

- Direct service
- Meetings (team, department, family)
- Consultation
- Billing
- Discharge planning
- Client education
- In-service training
- Documentation
- Evaluation
- Intervention
- Handwritten documentation
- Computerized medical records

### Target caseload/productivity for fieldwork students:

- Productivity (%) per 40-hour work week:
- Caseload expectation at end of FW:
- Productivity (%) per 8-hour day:
- Number groups per day expected at end of FW:

### Administrative/Management Duties or Responsibilities of the OT/OTA Student:

- Schedule own clients
- Supervision of others (Level I students, aides, OTA, volunteers)
- Budgeting
- Procuring supplies (shopping for cooking groups, client/intervention-related items)
- Participating in supply or environmental maintenance
- Other:
- Research/EBP/Literature review
- In-service
- Case study
- In-service participation/grand rounds
- Fieldwork project (describe):
- Field visits/rotations to other areas of service
- Observation of other units/disciplines
- Other assignments (please list):
OPTIONAL DATA COLLECTION:
The question includes in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

1. Please identify any external review agencies that accredit/recognize this FW setting and year of accreditation/recognition. Examples: JCAHO, CARF, Department of Health, etc.

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

   Agency for External Review: (name)
   Year of most recent review:
   Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached).

3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12
   a. How are occupation-based needs evaluated and addressed in your OT program?
   b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities?
   c. Describe how psychosocial factors influence engagement in occupational therapy services.
   d. Describe how you address clients’ community-based needs in your setting.

4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? ACOTE Standards C.1.3, C.1.11

5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of an entry-level job description with essential job functions to the AFWC. ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9

6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19

7. Describe the training provided for OT staff for effective supervision of students (check all that apply). ACOTE Standards C.1.9, C.1.15, C.1.16
   □ Supervisory models
Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)

Clinical reasoning

Reflective practice

Comments:

8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. ACOTE Standards C.1.2, C.1.3, C.1.10

Supervisory Patterns–Description (respond to all that apply)

☐ 1:1 Supervision model:
☐ Multiple students supervised by one supervisor:
☐ Collaborative supervision model:
☐ Multiple supervisors share supervision of one student; number of supervisors per student:
☐ Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision.

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date: 

Which documentation does the fieldwork site need?

☐ Fieldwork Agreement/Contract?

OR

☐ Memorandum of Understanding (MOU)?

Which FW Agreement will be used?: ☐ OT Academic Program Fieldwork Agreement ☐ Fieldwork Site Agreement/Contract

<table>
<thead>
<tr>
<th>Title of parent corporation (if different from facility name):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of business organization (Corporation, partnership, sole proprietor, etc.):</td>
</tr>
<tr>
<td>State of incorporation:</td>
</tr>
<tr>
<td>Fieldwork site agreement negotiator:</td>
</tr>
<tr>
<td>Address (if different from facility):</td>
</tr>
<tr>
<td>Street:</td>
</tr>
</tbody>
</table>

Name of student: 

Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

Information Status ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8,

☐ New general facility letter sent:
☐ Level I Information Packet sent:
☐ Level II Information Packet sent:
☐ Mail contract with intro letter (sent):
☐ Confirmation sent:
☐ Model behavioral objectives:
☐ Week-by-week outline:
☐ Other information:
☐ Database entry:
☐ Facility information:
☐ Student fieldwork information:
☐ Make facility folder:
☐ Print facility sheet:

12/19/2018

Revised