

**AUGUSTA UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY**

FIELDWORK EDUCATOR MANUAL

2021-2022

FIELDWORK LEADERSHIP

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- Assists the Academic Fieldwork Coordinator with contract renewals and maintenance.

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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

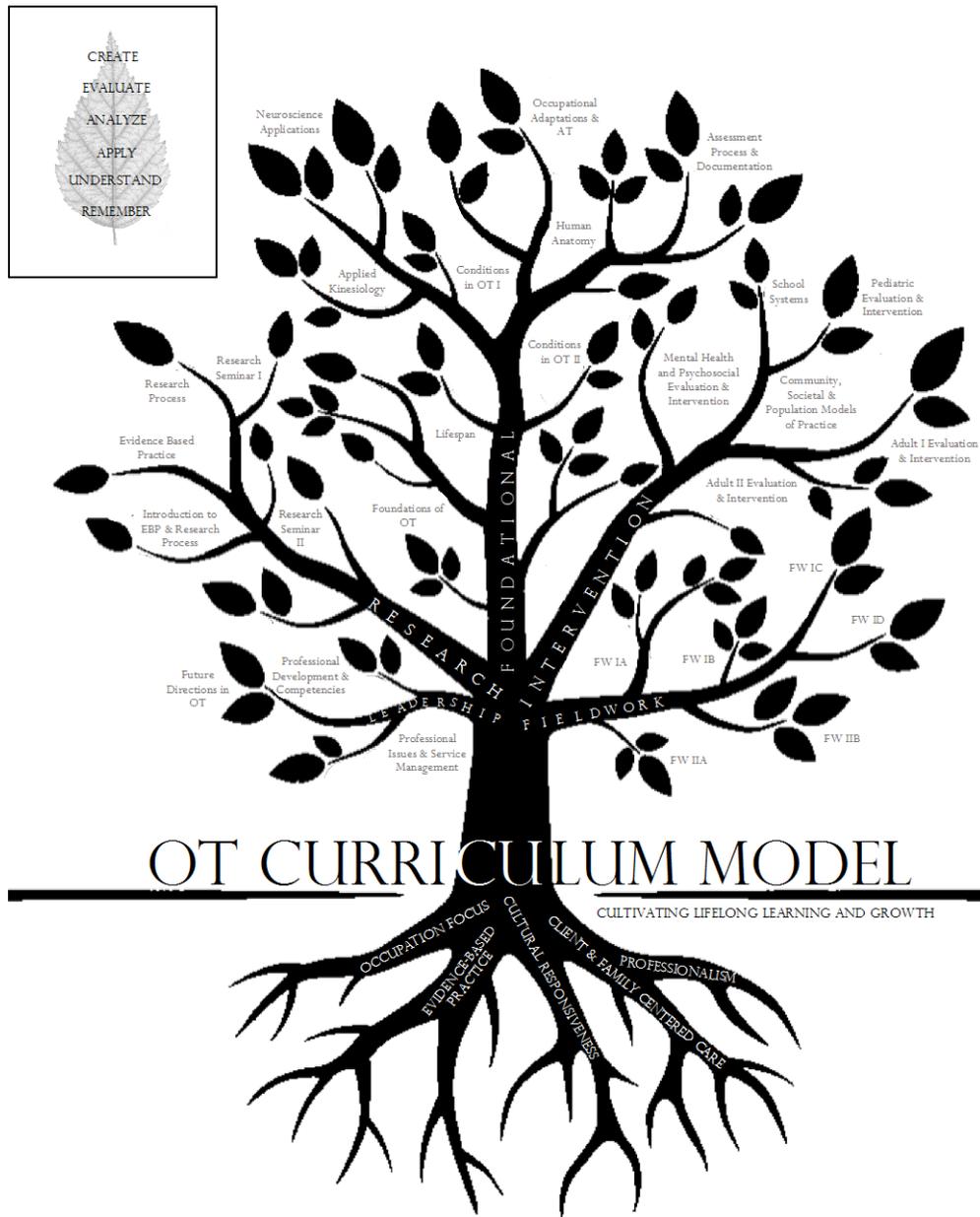
- Application of knowledge in meaningful occupations across the lifespan
- Development of an understanding of the needs of clients and family members in providing evidence based care
- Opportunities to develop competencies required for a generalist OT.
- Expose the student to a variety of practice settings, 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, 2018) 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: RELATIONSHIP TO THE CURRICULUM



Level I and Level II Fieldwork experiences are provided to help guide the professional development process and exposure to diverse populations. This process includes the development of professional roles related to ethics and professionalism, as well as the management, leadership, and professional development skills that enable continuous growth and lifelong learning. These unique opportunities also provide the context for learning by doing and higher order thinking.

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FIELDWORK SUPERVISION GUIDELINES

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, 2018 describes Fieldwork Education as a *“crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities. Fieldwork experiences should be 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 the supervision of qualified personnel serving as a role model. The academic fieldwork coordinator is responsible for the program’s compliance with fieldwork education requirements.”* (Standard C 1.0, p. 39).

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 Standards C.1.1, C.1.2, C.1.3).
- 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 fieldwork 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.1.4).
- All fieldwork sites must have an active contract or memorandum of understanding. The Department of Occupational Therapy's contracts are renewed regularly, prior to the set expiration. 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 fieldwork, apply knowledge to practice, and develop understanding of the needs of clients (ACOTE Standards, 2018)

- 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 in traditional, nontraditional, and emerging settings (ACOTE Standard C.1.1).
- The Department of Occupational Therapy will ensure that qualified personnel supervise Level I fieldwork prior to the start of Level I fieldwork (ACOTE Standard C.1.8).
- 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.1.9).

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 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. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. (ACOTE Standards, 2018).*

- 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 C.1.0).
- 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 responsive. 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 C.1.0)
- Psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes (ACOTE Standard C1.7)
- 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 C1.10)
- 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 C1.10)
- All Fieldwork Level II supervisors must hold a current license and 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 C1.11)
- 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 C1.12)
- 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 C1.15)

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 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 electronically, or on paper if requested.

- *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

Please visit this website for more information: Fieldwork Educator Resources (<https://www.augusta.edu/alliedhealth/ot/fieldwork-educator-resources.php>)

Fieldwork Books

Napier, B. (2011). *Occupational therapy fieldwork survival guide: A student planner* (AOTA Press (ed.); 2nd Edition). AOTA Press.

Sladyk, K. (2002). *The successful occupational therapy fieldwork student*. Thorofare, NJ: Slack, Inc.

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 **evidence based practice**?
- Use of professional reasoning to promote **client and family centered care**?
- Exposure to **meaningful and occupational evaluation and intervention methods to enhance respect for diverse populations**?
- A focus on professionalism with a **commitment to professional development**?

Level I and Level II Fieldwork experiences are provided to help guide the professional development process and exposure to diverse populations. This process includes the development of professional roles related to ethics and professionalism, as well as the management, leadership, and professional development skills that enable continuous growth and lifelong learning. These unique opportunities also provide the context for learning by doing and higher order thinking.

Developing Your Fieldwork Objectives

The Academic Fieldwork Coordinator will provide sites with Augusta University Occupational Therapy Fieldwork Learning Objectives that meet the minimum criteria in terms of objectives, experiences, expectations, etc. (see Appendix C); these objectives are also compatible with the Department of Occupational Therapy's curriculum design. Sites are invited to adopt the department's objectives, but if site-specific objectives are preferred the AFWC will work with the site to ensure that any site-specific objectives meet all requirements. If a fieldwork site cannot meet the established compatibility criteria related to learning objectives, it would not be in the student's or the fieldwork site's best interest to place a student at this site.

Fieldwork Professional Development and Continuing Education Units

The AU OT department strives to offer 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

AU, School of Allied Health Sciences and the Department of Occupational Therapy require all contracts be updated as required prior to the set expiration. 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 six months prior to expiration to ensure completion of the contract prior to the fieldwork placement process.

The Fieldwork Data Form

In order for students to be placed in a facility, the fieldwork site must have an updated *AOTA Fieldwork Data Form* on file. This form allows 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: *AOTA 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 Course Learning Objectives and the related evaluation forms. The Department of Occupational Therapy developed 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 Augusta University's Level II Fieldwork Learning Objectives, which ensure that fieldwork sites have adequate knowledge of learning objectives, and that they are congruent with any site-specific learning objectives. As Level II experiences guide the student toward entry level competence, The Department of Occupational Therapy keeps documentation for each fieldwork site under current contract to ensure that the site has adopted the AU Fieldwork Objectives, or that the site and AFWC have collaborated to ensure

that any site-specific learning objectives adhere to the department's requirements. To ensure that objective-related communication and knowledge at fieldwork sites are kept current, sites will be asked to update or confirm objectives every two years, or any time objectives are updated.

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 two 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 Standards 2018 C.1.1, C.1.2, C.1.6). 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 and feels qualified to serve as a fieldwork educator.

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 (2018 ACOTE Standard, C.1.7). 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.

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 the Augusta University 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.

Strategies for Effective Supervision

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>

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 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 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.

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[https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20\(2009\).pdf](https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/Supervisor/Forms/Self-Assessment%20Tool%20FW%20Ed%20Competency%20(2009).pdf)

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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, 2017).

Standards of Practice for Occupational Therapy: (AOTA, 2020).

Scope of Practice (AOTA, 2019).

The Occupational Therapy Code of Ethics (AOTA, 2015).

Guidelines for Documentation of Occupational Therapy (AOTA, 2020).

Standards for Continuing Competence (AOTA, 2020).

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

Fieldwork Level II and Occupational Therapy Students: A Position Paper (2018).

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

Answers to your Fieldwork Questions (AOTA, 2020).

The Level II Fieldwork Survival Guide (AOTA, 2006).

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level I

Retrieved from <http://www.aota.org/education-careers/fieldwork/leveli.aspx> June 23, 2016

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>

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II

Retrieved from:

<https://www.aota.org/~media/Corporate/Files/EducationCareers/Educators/Fieldwork/LevelII/COE%20Guidelines%20for%20an%20Occupational%20Therapy%20Fieldwork%20Experience%20--%20Level%20II--Final.pdf>

February 20, 2020

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 insure 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>

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.

- 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).
- 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.
- 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 (FWE), 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 2weeks 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:
 - AOTA Student Evaluation of Fieldwork Experience (SEFWE)
 - Cumulative review of AOTA Fieldwork Performance Evaluations (FWPE) to determine student patterns of strength and weaknesses
 - Fieldwork Experience Assessment Tool (FEAT)
 - Review of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM).

Resources

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OT Model Curriculum Ad Hoc Committee (2008). Occupational therapy assistant model curriculum. Retrieved from <http://www.aota.org/Educate/EdRes/COE/Other-Education-Documents/OTA-Model-Curriculum.aspx>

Appendix B: Components of Creating a Fieldwork Manual

Facility Vision

Facility Purpose

Facility Values

Level II Learning Objectives: (Refer to Augusta University Department of Occupational Therapy Level II Fieldwork Learning Objectives, Appendix C)

Weekly Timelines and Expectations: (Refer to Augusta University Department of Occupational Therapy Level II Fieldwork Learning Objectives, Appendix C)

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

- ❖ Strengths and areas of needed growth, professional behavior, goals for the next week
- ❖ How the supervisor will continue to assist in student progression

SAMPLE:

Department of Occupational Therapy Student/Supervisor Weekly Review

Student Name:

Date:

Week #:

Supervisor Name:

STRENGTHS:

AREAS FOR IMPROVEMENT:

PLAN FOR IMPROVEMENT:

STUDENT GOALS/ASSIGNMENTS FOR NEXT WEEK:

INSTRUCTOR GOALS/PLANS FOR NEXT WEEK:

Instructor Signature

Student Signature

Appendix C: Course Learning Objectives

OTHP 6000 Fieldwork IA (0-0-3-1)

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

Purpose of the OTHP 6000 Fieldwork Experience: To explore the needs of 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. This experience allows for analysis of the impact of health and illness on occupational roles and values within various contexts across the lifespan. 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.

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.
9. Identify the psychosocial components of service delivery and intervention related to this setting and population.

OTHP 6001 Fieldwork IB (0-0-3-1)

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

Purpose of the OTHP 6001 Fieldwork Experience: To explore the psychosocial performance areas and settings in order to analyze the impact on occupation; to conduct groups; and to analyze the programmatic effectiveness. The students are asked to design and lead groups to promote optimal mental health outcomes. The experience allows for analysis of the impact of psychosocial health on occupational roles and values within various contexts. Cultural acceptance of mental health issues 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.

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

OTHP 6002 Fieldwork IC (0-0-6-2)

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

Purpose of the OTHP 6002 Fieldwork Experience: To explore the needs of 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 allow for analysis of the impact of health and illness on occupational roles and values within various contexts across the lifespan. 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.

Fieldwork Learning Objectives: The learner will:

1. Summarize the student therapist's knowledge of OT and role of FW in educational preparation, including 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 fieldwork 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 fieldwork 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 fieldwork 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
9. Examine the psychosocial components of service delivery and intervention related to these settings and populations

OTHP 6003 Fieldwork ID (0-0-6-2)

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

Purpose of the OTHP 6003 Fieldwork Experience: To explore the needs of 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 allow for analysis of the impact of health and illness on occupational roles and values within various contexts across the lifespan. 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, etc.) 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, and fun environment.

Fieldwork Learning Objectives: The learner will:

1. Summarize the student therapist's knowledge of OT and role of fieldwork in educational preparation, including 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 fieldwork 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 fieldwork 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
9. Analyze the psychosocial components of service delivery and intervention related to these settings and populations

OTHP 7009 Level II Fieldwork Experience A (0-0-40-9) | Fall 2019

OTHP 7010 Level II Fieldwork Experience B (0-0-40-9) | Spring 2020

Course Description: 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 client and family members' needs, the use of evidence to make ethical and occupation focused intervention decisions, demonstrate cultural responsiveness and professionalism in all care and interactions, and 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

Appendix D: Augusta University Fieldwork Learning Objectives

Augusta University Occupational Therapy Level II Fieldwork Learning Objectives And Sample Weekly Timelines and Expectations

Based on and in Accordance with the Fieldwork Performance Evaluation Tool for the
Occupational Therapy Student

By Laurie Vera, MHS, OTR/L and Sharon Swift, Ed.D, OTR/L, ATP

By accepting a Level II student, the site agrees to meet these objectives and remain theoretically aligned with the associated expectations related to performance, values, roles, and ethics. If your site is able to currently fulfill these objectives and your program's design is consistent with the curriculum model of Augusta University's Master of Health Science in Occupational Therapy, please indicate your agreement by signing and dating the end of the document. Please submit the signed and dated copy to augustaotfw@augusta.edu. If you would like for site-specific learning objectives to be considered for approval, please contact augustaotfw@augusta.edu for further guidance. Objectives will be considered as agreed upon for two years from the date of the signature, or unless one party expresses a change or update. Weekly timelines and expectations may be modified to meet the needs of the site and student, as long as learning objectives are considered. Thank you for your professional partnership in the education of future occupational therapy practitioners!

FUNDAMENTALS OF PRACTICE

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations

- Abides by the AOTA Code of Ethics
- Follows the facility's organizational policies and procedures
- Follows all policies, procedures, and safeguards related to client confidentiality
- Demonstrates work behaviors that reflect an understanding of professional standards
- Maintains boundaries

2. Adheres to safety regulations

- Reports and documents any incidents appropriately
- Considers fire safety, OSHA regulations, body substance precautions, emergency procedures, etc.
- Considers the safety needs of the client, staff, building and property, and self to prevent injuries and avoid exacerbating illness
- Reports potential safety hazards and any unusual occurrences via the appropriate channels
- Ensures that all equipment is in working order, and assists in maintenance and cleaning
- Contributes to the cleanliness and organization of the work area
- Maintains safe treating and working areas
- Works with in diagnosis-specific surgical and safety precautions

3. Ensures the safety of self and others during all fieldwork related activities

- Anticipates potentially unsafe situations
- Takes steps to prevent accidents
- Considers body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, and community safety

BASIC TENETS

4. Articulates the values, beliefs, and distinct perspective of the occupational therapy profession

- Considers families, caregivers, colleagues, service providers, administration, the public, etc.
- Does so in a clear and concise manner
- Is clear, confident, and accurate
- Selects evaluation and intervention activities that reflect an understanding of the client's occupations, interests, and values

5. Articulates the value of occupation as a method and desired outcome

- Considers families, caregivers, colleagues, service providers, administration, the public, etc.
- Does so in a clear and concise manner to all parties
- Is clear, confident, and accurate

6. Articulates the role of occupational therapy practitioners to clients and other relevant parties

- Considers families, caregivers, colleagues, service providers, administration, the public, etc.
- Collaborates with all relevant parties
- Does so in a clear and concise manner
- Is clear, confident, and accurate

SCREENING AND EVALUATION

7. Articulates a clear and logical rationale for the evaluation process

- Considers client information, contexts, theories, frames of reference, and/or practice models
- Explains the focus and purpose of the evaluation process

8. Obtains sufficient and necessary information from relevant sources through the evaluation process

- Uses information from the client record, chart reviews, the client, family and caregivers, and other service providers

9. Selects relevant screening and assessment tools based on various factors
 - Considers psychosocial factors, client priorities, needs and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance etc.
 - Determines which assessments are appropriate

10. Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods
 - Demonstrates effective interviewing skills to gather appropriate information
 - Identifies areas of concern related to occupational history, patterns of daily living, interests, values, and needs
 - Thinks critically and uses clinical reasoning in determining the occupational profile and performance

11. Evaluates and analyzes client factors and contexts
 - Identifies strengths and concerns, and considers those that support or hinder occupational performance
 - Considers all client-centered components including psychosocial factors
 - Uses screening and assessment tools to gather information
 - Considers cultural, personal, temporal, and virtual contexts and their effects on client factors

12. Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable
 - Follows assessment protocols in a uniform manner
 - Uses tools, manuals, and forms correctly

13. Modifies evaluation procedures based on client factors and contexts
 - Selects and filters relevant information from all data and sources
 - Works within the diagnoses, medical conditions, contraindications, and precautions

14. Interprets evaluation results to determine the client's occupational performance strengths and challenges
 - Converts scores into meaningful information
 - Relates assessment findings to functional performance
 - Objectively analyzes and selects pertinent data to develop the occupational profile
 - Uses clinical reasoning
 - Identifies measurable and occupational long-term and short-term goals
 - Conveys results to and collaborates with appropriate team members

15. Synthesizes and documents the results of the evaluation process
 - Does so clearly, accurately, and concisely
 - Uses systematic methods to record the client's occupational performance
 - Completes all components thoroughly and accurately

- Conveys results to and collaborates with appropriate team members
- Critical thinking and clinical reasoning are evident

INTERVENTION

16. Articulates a clear and logical rationale for the intervention process
 - Integrates the evaluation results, contexts, theories, frames of reference, practice models, and evidence
 - Identifies the correlation between problem areas, occupational performance, and selected activities
17. Establishes and accurate and appropriate client-centered plan
 - Bases the plan on the evaluation results, contexts, theories, frames of reference, and/or practice models
 - Creates relevant and measurable goals in collaboration with the client and/or family/caregivers
 - Recommends additional consultation and referrals
18. Uses evidence from research and relevant resources to make informed intervention decisions
 - Researches evidenced-based interventions to be incorporated to meet client needs
 - Articulates how to apply evidence to client care based on context and need
19. Selects client-centered and occupation-based interventions
 - Motivates and challenges the client
 - Works to achieve established goals that support targeted outcomes
 - Includes the consideration of all client-centered components, including psychosocial factors
20. Implements client-centered and occupation-based intervention plans
 - Includes the consideration of all client-centered components, including psychosocial factors
 - Demonstrates a sequential and timely plan of treatment activities, taking functional and psychosocial needs into consideration
 - Demonstrates flexibility to alter plans as needed based on client response
 - Adapts to change
21. Chooses and modifies intervention approaches to achieve established goals that support targeted outcomes
 - Includes prevention, restoration, maintenance, promotion, etc.
 - Updates documentation in a timely manner to reflect any changes
 - Notifies team members of any changes

22. Modifies the task and/or environment to maximize the client's performance

- Upgrades/downgrades tasks successfully
- Arranges the client's workspace for optimal performance
- Considers adaptive equipment, energy conservation, etc.

23. Modifies the intervention plan, and determines the need for continuation or discontinuation of services based on the client's status

- Recognizes plateaus and makes changes accordingly
- Prepares the client and team for discontinuation of therapy

24. Documents the client's responses to services in a manner that demonstrates the effectiveness of interventions

- Completes documentation according to site standards
- Documents thoroughly
- Uses correct grammar, spelling, and terminology
- Reports client progress to supervisor as instructed
- Accepts responsibility for documentation, written and verbally

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25. Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment

- Collaborates with paraprofessionals, nurses' aides, staff, volunteers, etc.
- Seeks collaboration opportunities to maximize the client's experience and to learn from other disciplines
- Applies collaborative knowledge to evaluation, intervention, and other programming opportunities

26. Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers

- Addresses billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment

27. Demonstrates knowledge about the organization

- Shows awareness and consideration of mission and vision, accreditation status, licensing, specialty certifications, etc.

28. Meets productivity standards or volume of work expected of occupational therapy students

- Demonstrates ability to organize and prioritize responsibilities to ensure that requirements are completed fully, and in a timely and professional manner

COMMUNICATION AND PROFESSIONAL BEHAVIORS

29. Communicates clearly and effectively, both verbally and nonverbally
 - Demonstrates clear and effective communication with clients, families, caregivers, colleagues, service providers, administration, other disciplines, and the public
 - Demonstrates active listening skills, and is aware of body language and non-verbal communication
 - Refers questions that are beyond knowledge or beyond the scope of OT to the appropriate source
 - Communicates unusual or critical information to the appropriate personnel in a timely and accurate manner

30. Produces clear and accurate documentation
 - Documentation is legible
 - Documentation has corrected spelling, punctuation, grammar
 - Documentation adheres to electronic health documentation requirements

31. Collaborates with fieldwork educator(s) to maximize the learning experience
 - Initiates communication
 - Asks for feedback about performance
 - Identifies strengths and challenges

32. Takes responsibility for attaining professional competence
 - Seeks learning opportunities and interactions with fieldwork educator(s) and others
 - Defines personal expectations and goals for the experience and beyond
 - Self-directed in determining performance strengths and challenges
 - Collaborates with supervisors to ensure optimal learning opportunities

33. Responds constructively to feedback in a timely manner
 - Demonstrates understanding of feedback by changing identified behaviors
 - Generalizes supervisor suggestions to multiple situations and skills
 - Responds to constructive feedback with openness and willingness
 - Demonstrates a positive attitude through body language and verbalizations
 - Verbalizes understanding of feedback, and initiates development of goals for improvement

34. Demonstrates consistent and acceptable work behaviors
 - Is punctual, prepared, flexible, dependable
 - Takes initiative
 - Has a professional appearance and behaviors
 - Is prepared
 - Completes work as assigned
 - Follows the schedule
 - Meets commitments in a timely manner
 - Maintains an organized and safe work area

35. Demonstrates effective time management

- Plans ahead
- Adheres to schedules and completes work in the expected timeframe
- Uses free time constructively
- Establishes priorities and executes actions accordingly

36. Manages relationships effectively

- Utilizes therapeutic use of self
- Adjusts the approach to meet the needs of clients and others
- Demonstrates positive interactions, respect, and flexibility
- Demonstrates positive working relationships with clients and staff

37. Demonstrates respect for diversity

- Shows awareness of culture, socioeconomic status, beliefs, identity, etc.
- Seeks to understand the perspective of others

Weekly Timelines and Expectations

The following are *sample* guidelines that can be used for setting timelines and expectations for students. Timelines and expectations will vary across sites, settings and students. Timelines and expectations should be adjusted to meet the needs of the site, setting, and student and should be discussed with the student during orientation, and referenced regularly during all educator and student meetings to ensure a timely progression.

SAMPLE ONE

WEEK ONE:

- Orientation
- Clinical observation
- Complete chart reviews for clients on current caseload
- Assist in executing appropriate treatments under direction of the therapist

WEEK TWO:

- Plan and implement treatment session for one client per day
- Assist with documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK THREE:

- Plan and implement treatment session for two clients per day
- Complete documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK FOUR:

- Plan and implement treatment session for three clients per day
- Provide client/family education
- Complete and score standardized assessment for one client
- Complete documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK FIVE:

- Plan and implement treatment session for 4-5 clients per day
- Complete re-evaluation for one client on caseload
- Discuss progress of clients on caseload with other disciplines involved in care
- Provide client/family education
- Manage time appropriately during treatment sessions
- Continue observation

WEEK SIX:

- Plan and implement treatment session for 5-6 clients per day
- Provide client/family education
- Complete all documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation
- Collaborate with educator for Midterm Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation

WEEK SEVEN:

- Plan and implement treatment session for 7-8 clients per day
- Complete evaluation for one new client
- Provide client/family education
- Complete all documentation requirements for clients on caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK EIGHT:

- Assume full caseload
- Complete all documentation requirements for clients on caseload
- Provide client/family education
- Manage time appropriately during treatment sessions
- Continue observation

WEEK NINE:

- Present treatment student project
- Continue with full caseload

WEEK TEN:

- Continue with full caseload, client/family education, and documentation requirements

WEEK ELEVEN:

- Continue with full caseload, client/family education, and documentation requirements

WEEK TWELVE:

- Complete all necessary documentation and education to return caseload to full-time team
- Collaborate with educator for Final Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation
- Complete Student Evaluation of Fieldwork Experience

SAMPLE TWO**WEEK ONE:**

- Orientation
- Clinical observation
- Complete chart reviews for clients on current caseload
- Assist in planning for and executing 4-7 treatment sessions under direction of the therapist
- Assist in evaluation of 1-3 clients
- Complete and score standardized assessment for 1-3 clients

WEEK TWO:

- Plan and implement treatment session for 5-10 clients
- Complete documentation for clients on student caseload
- Assist with documentation requirements for clients on full caseload
- Manage time appropriately during treatment sessions
- Continue observation
- Observe other disciplines and services
- Complete one evaluation and associated documentation

WEEK THREE:

- Plan and implement treatment session for 8-12 clients
- Complete documentation requirements for clients on full caseload
- Manage time appropriately during treatment sessions
- Continue observation
- Complete 2-4 evaluations, re-evaluations, or discharge summaries and associated documentation
- Discuss progress of clients on caseload with other disciplines involved in care

WEEK FOUR:

- Plan and implement treatment session for 10-15 clients
- Provide client/family education
- Complete 3-5 evaluations, re-evaluations, or discharge summaries and associated documentation
- Complete documentation requirements for clients on full caseload
- Manage time appropriately during treatment sessions
- Continue observation

WEEK FIVE:

- Plan and implement treatment session for 12-16 clients
- Complete 4-6 evaluations, re-evaluations, or discharge summaries and associated documentation
- Provide client/family education
- Manage time appropriately during treatment sessions
- Continue observation

WEEK SIX:

- Plan and implement treatment sessions and evaluations for all clients; assume full caseload
- Assume responsibility for all evaluations, re-evaluations, and discharges
- Provide client/family education
- Complete all interdisciplinary communication
- Complete all documentation requirements
- Manage time appropriately during treatment sessions
- Continue observation
- Collaborate with educator for Midterm Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation

WEEK SEVEN THROUGH ELEVEN:

- Continue care for all clients on caseload, new and current
- Provide all client/family education and inter-disciplinary communication
- Complete all documentation requirements
- Manage time appropriately during treatment sessions
- Continue observation
- Present student projects and respond to feedback

WEEK TWELVE:

- Complete all necessary documentation and education to return caseload to full-time team
- Collaborate with educator for Final Fieldwork Performance Evaluation and Fieldwork Professionalism Evaluation
- Complete Student Evaluation of Fieldwork Experience

Agreement:

I have read the above learning objectives and sample weekly timelines and expectations. I agree to effectively foster opportunities for the learner to meet the above objectives. Our site will facilitate opportunities for Level II students to strive for competency in all areas of practice.

Name of Facility:

Fieldwork Educator's Name:

Fieldwork Educator's Signature:

Date:

References:

Atler, K. (2003). *Using the Fieldwork Performance Evaluation Forms: The Complete Guide*. AOTA Press. 2003.

Butler Hospital Level II Fieldwork Site-Specific Objectives (2004, August). American Occupational Therapy Association Site-Specific Objectives. <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

Metropolitan Occupational Therapy Education Council of NY/NJ (2003, December 3). *Sample Behavioral Objectives*, <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

Tucker, D & Honea, D. (2003, August 16). *Sample School Setting*. <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

University of Texas Medical Branch- Galveston. *Specific Behavioral Objective for Adult Outpatient*. <https://www.aota.org/Education-Careers/Fieldwork/SiteObj.aspx>

Appendix E: AOTA Fieldwork Performance Evaluation Form

The AOTA Fieldwork Performance Evaluation Form (AOTA FWPE) is the assessment tool used to evaluate Level II students performance at both midterm and final. FWPE content can be viewed via the link below. Educators will receive a link to complete the evaluation through Formstack, a portal used for administration and scoring. The link will provide additional details related scoring.

[AOTA Fieldwork Performance Evaluation Content](#)

[AOTA Fieldwork Performance Evaluation FAQ](#)

Appendix F: *Student Evaluation of the Fieldwork Experience (SEFWE)*

The Student Evaluation of the Fieldwork Experience (SEFWE) serves as a tool for fieldwork sites, academic programs, and students. It is designed to offer each program the opportunity to gather meaningful and useful information related to Level II fieldwork experiences. This is completed at the end of each Level II fieldwork rotation.

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 fieldwork educator[s] 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
- Provide objective information to students who are selecting sites for future Level II fieldwork

[AOTA Student Evaluation of Fieldwork Experience \(SEFWE\)](#)

Appendix G: AOTA Fieldwork Experience Assessment Tool (FEAT)

The AOTA Fieldwork Experience Assessment Tool (FEAT) is an assessment tool that can be beneficial for educators and students to complete to maximize the learning experience. This tool is useful in contributing to educator and student discussions about behaviors and attitudes, and environmental resources and challenges. By using this tool mutually between both parties, it can be beneficial to promote dialogue and the “just right challenge”. It can be used early in a fieldwork rotation to ensure communication, or any time needed to problem solve and foster communication between both parties.

[AOTA Fieldwork Experience Assessment Tool \(FEAT\)](#)

Appendix H: AOTA Fieldwork Data Form

The AOTA Fieldwork Data Form is used to document and summarize site information. It is useful for students to find valuable site-specific information. It also helps programs ensure that site-specific requirements are in line with curriculum standards.

Augusta University requests that all sites submit an updated AOTA Fieldwork Data Form every two years, or when changes are made.

[AOTA Fieldwork Data Form](#)