Fieldwork Leadership

Stephanie Johnson
Academic Fieldwork Coordinator
Assistant Professor
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Office Location EC 2342
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Responsibilities:

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

Crystal Allen
Fieldwork Assistant
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Office Location: EC 2304
Office Phone (706)-721-3643

Responsibilities

• Communicates with students about general fieldwork information for Level I and Level I experiences
• Manages Level I paperwork, assists with the lottery, and the scheduling of experiences
• Maintains fieldwork database, fieldwork email site, One45, and all records related to fieldwork.
• Assists the Academic Fieldwork Coordinator with contract renewals and processing
• Responsible for the Fieldwork files.
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, 2006) specifies fieldwork requirements for all students. The requirements are divided into two major classifications: Level I and Level II fieldwork experiences. The integration of Level I and Level II experiences can be symbolized as stepping stones toward competency.
Fieldwork: The Relationship to the Curriculum

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

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

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

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

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

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

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

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

Level I Fieldwork Selection Process

The department utilizes a lottery system for the selection of all fieldwork sites. Prior to the lottery, students should familiarize themselves with the potential sites by reviewing each site folder in the main office. Students should consider sites based on their own personal learning needs and the educational opportunities at each particular site. Over the course of the program (6 one-week FW and 2 twelve-week FW), students should select a variety of sites including inpatient acute care, outpatient, home health, community/schools, and rehab. Choices should not be made based on geographical location. Because of the limited availability of quality FW sites, there is no guarantee that students will be able to complete either fieldwork in the CSRA or near their home. Therefore, students should be prepared to complete FW in geographic locations other than Georgia to enrich their learning opportunities. Any special consideration request forms must be turned in 2 full weeks prior to FW lottery in order for the committee to review the request. NO LATE REQUESTS WILL BE REVIEWED.

Students may not select sites where they have existing personal relationships, have volunteered, have work agreements, or have previously worked without prior approval of the AFC. Students may not select sites where a family member is employed. Students who select these sites without prior disclosure will have the fieldwork cancelled.

A master list of sites which have agreed to take students will be posted on the office door a minimum of one week prior to the scheduled lottery. Students are responsible for researching each site prior to the lottery date so that they may make an informed decision during the lottery selection. Students who have not reviewed files may request to sit out from the lottery and select from the remaining available sites. Students who are absent from the lottery, regardless of reason, will select from the list of remaining available sites. Following the lottery site selection the AFC and Fieldwork Assistant will provide each site with the student name and FW dates. Once confirmation is received from the site,
there is no changing of FW sites unless a special request form has been submitted and approved. Acceptable reasons for requesting a change include illness of family member or dependent care needs. Unacceptable reasons include pets, change in relationship status, student changing their mind about the site, site location or site’s work hours and will not be approved. Students must select sites off of the master list for all Level I fieldwork experiences.

**Level I Fieldwork Attendance Policy**

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

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

**Level I Fieldwork Requirements**

**Site Specific Requirements**

Students are responsible for meeting all the specific requirements of their fieldwork site. These requirements may include, but are not limited to, CPR and First Aid, criminal background checks, immunizations, and drug testing. Some sites may require proof of health insurance. *Students who do not meet the specific requirements for their site will not be allowed to attend fieldwork and will receive a failing grade.* Students who arrive at fieldwork without having met the requirements will be asked to leave and assigned a failing grade.

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

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

**Assignments and Expectations**

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

**Fieldwork Grading**

Grading Rubrics will be distributed during each fieldwork seminar prior to Level I experiences. Fieldwork supervisors will be asked to complete scoring forms related to the students’ performance during the fieldwork experience and professional behaviors.
**Professional Attire**
Students are to wear professionally attire at all fieldwork rotations. This typically includes full length pants, colored shirt, and flat closed-toe shoes. Sandals and flip flops are not permitted in healthcare environments. Sites have the right to request that students follow a specific dress code, which may include khaki pants, polo shirts, scrubs, or similar attire. Sites have the ability to request a student be removed for violation of dress code.

Tank tops, strapless tops, bare midriffs, exposed undergarments, unnaturally colored hair, facial jewelry and exposed tattoos are not acceptable in the professional environment. Infection control policies do not permit artificial nails. You may wish to limit jewelry, especially dangle earrings, bracelets and necklaces to prevent them from being pulled or broken!

Students must wear their AU badge at all times as their primary credential. Students are expected to adhere to all policies and procedures at the FW site. Although we have grown to rely on our phones for time, in the clinic you will need a watch with a second hand (Cell phone are NOT permitted on fieldwork).

**Cancellations**
At times, events may occur at the fieldwork site that makes it necessary to cancel the rotation. These situations make it necessary to find an alternative site to ensure the appropriate learning experiences and supervision. As each situation is unique, the Academic Fieldwork Coordinator and Fieldwork Assistant will work with the student to seek out the most appropriate alternative and re-assignment.

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

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

**Confidentiality**
All AU students are required to complete the AU Information Protection and Portability Act (HIPAA) certification training. A copy of the HIPAA compliance certificate will be placed in the student folder. This training certificate will be shared with all fieldwork sites requiring proof of HIPAA training.

Students must adhere to any additional facility specific policies and procedures related to client protected information including appropriate sharing of information with families, etc.

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

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

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

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

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

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

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

**HIPAA Guidelines for Fieldwork**
Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

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

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person’s social security number, date of birth, phone/fax numbers, etc.)
- Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.


**Level II Fieldwork Experiences**

ACOTE’s 2006 Standards describes the purpose of Level II experiences... to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program’s curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services (ACOTE Standards, 2006).

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

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

Fieldwork Educators may be engaged by the fieldwork site or by Augusta University.

AU Department of OT provides a Center for OT Education to adequately prepare fieldwork educators for success. Student evaluation of the fieldwork experience provides the department with feedback to evaluate the effectiveness of supervision. (ACOTE Standard C1.15).

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<th>Credits</th>
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<tr>
<td>OTHP 7009</td>
<td>Level II Fieldwork A</td>
<td>12 weeks. Approx dates are 2/1 – 4/22/2016</td>
<td>9 credits</td>
</tr>
<tr>
<td>OTHP 7010</td>
<td>Level II Fieldwork B</td>
<td>12 weeks. Approx dates are 5/9–7/29/2016</td>
<td>9 credits</td>
</tr>
<tr>
<td>OTHP 7011</td>
<td>Optional Level II Fieldwork Specialty</td>
<td>TBA</td>
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Your professional rotations are scheduled ahead of time by the department, often a full year in advance. These dates are not flexible because of deadlines to the registrar for grades and graduation. If you are planning family vacations, weddings, or other events you will need to work around the dates provided OR submit a Special Consideration Form prior to the Fieldwork Lottery. Adjustment to fieldwork dates will NOT be made after confirmation has been secured.

**Level II Fieldwork Eligibility**

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

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

Students must also be in good professional standing to attend fieldwork experiences. This requires receiving a minimum score of 65-70% on the FW Professional Behavior Checklist completed while on previous level one fieldworks; in addition, students must score a 70%-80% on the Classroom Professional Behavior Checklist throughout the length of the program, as assessed by faculty and staff throughout the curriculum. If a student does not obtain this score, they will have to complete remediation coursework surrounding professionalism, as well other sessions as needed and deemed by faculty. After completion of remediation, the student may then be considered for fieldwork placement. Note this may result in an off-track status, delaying graduation from this program. If a student is unable to satisfactorily receive 70% on the Classroom Professional Behavior Assessment Form after remediation, the student may be suspended or dismissed from the program. Students with consistently unsatisfactory professional behavior scores may be referred to the Departmental Review Body for consideration of suspension or dismissal from the program, based on the severity of the issue.

**Level II Fieldwork Selection Process**

The department utilizes a lottery system and Faculty/Staff Fieldwork Recommendation for the selection of all fieldwork sites. Prior to the lottery, students should familiarize themselves with the potential sites by reviewing each site folder in the main office. The ACFW will also give a list of confirmed sites for the students to select sites from; all sites will be utilized. Students should consider sites based on their own personal learning needs and the educational opportunities at each particular site. Over the course of the program (6 one-week FW and 2 twelve-week FW), students should select a variety of sites including inpatient acute care, outpatient, home health, community/schools, and inpatient rehab. Choices should not be made based on geographical location. Because of the limited availability of quality FW sites, there is no guarantee that students will be able to complete either fieldwork in the CSRA or near their home. Therefore, students should be prepared to complete FW in geographic locations other than Georgia to enrich their learning opportunities. Any special
consideration request forms must be turned in 2 full weeks prior to FW lottery in order for the committee to review the request. NO LATE REQUESTS WILL BE REVIEWED.

Students may not select sites where they have existing personal relationships, have volunteered, have work agreements, or have previously worked without prior approval of the AFC. Students may not select sites which employs a family member. Students who select these sites without prior disclosure will have the fieldwork cancelled.

Students must review FW folders in the front office in order to develop their Potential Site Sheet. The AFC or Fieldwork Assistant will notify students of the deadline to submit Potential Site Sheets. Sheets turned in after the deadline will be considered after the lottery process has been completed. Based on lottery numbers, the AFC and Fieldwork Assistant will consider sites off of the student’s Potential Site sheet. Any site listed on the student sheet is considered a viable FW option and will be considered during the selection process; however, according to the Faculty/Staff Fieldwork Recommendation process, the AFC may also place students off their site sheet. Following the meeting with the AFC, the AFC and Fieldwork Assistant will work to secure confirmation of the site for the specified FW. Once confirmation is received, there is no changing of FW sites unless a special request form is submitted and approved. Acceptable reasons for requesting a change include illness of family member or dependent care needs. Unacceptable reasons include pets, change in relationship status, student changing their mind about the site, site location, site’s work hours, or cost to attend the site. Students who do not accept the site selected from their student site sheet may select an alternate FW (off the list given by the AFC) after all fieldwork assignments have been confirmed; or the student may choose to complete FW during an alternate semester placing the student off track.

Level II Fieldwork Attendance Policy

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

Level II students are expected to follow their supervisors work schedule. This may include 8 hr/day weeks, 10 hour/day for four days, and/or weekend coverage. This time is not negotiable.
Level II Fieldwork Requirements

Site Specific Requirements
Students are responsible for meeting all the specific requirements of their fieldwork site. These requirements may include, but are not limited to, CPR and First Aid, criminal background checks, immunizations, and drug testing. Some sites may require proof of health insurance. **Students who do not meet the specific requirements for their site will not be allowed to attend fieldwork and will receive a failing grade.** Students who arrive at fieldwork without having met the requirements will be asked to leave and assigned a failing grade.

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

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

Assignments and Expectations
Sites are encouraged to have a student manual, student expectations, and site specific objectives for fieldwork. Students are expected to meet the expectations of the site including work behaviors, professionalism, and clinical performance. Some sites may require student projects and/or student assignments which only enhance the student learning experience.

When a student is not meeting the site specific fieldwork objectives, or the sites expectations, the student or the site may contact the Academic Fieldwork Coordinator. The AFC will work to resolve the issue in the best interest of both parties. These are handled on a case by case basis based on the unique situation and parties involved. Resolution may include learning contracts outlining specific objectives, or the extension of the fieldwork dates. Occasionally, this may result in the removal of the student from the site. Students will be given one opportunity to repeat a level II fieldwork. Those who are not successful during a second level II will be recommended for dismissal. Students removed due to professional behavior issues will be assigned a failing grade and referred to the departmental progression committee. Based on the severity of the professional behavior issue, the committee may recommend probation, suspension, or dismissal from the program.

Fieldwork Grading

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

**FW Component:**

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

**Academic Component:**

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

**Student Withdrawals**

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

**Professional Attire**

Students are to wear professionally attire at all fieldwork rotations. This typically includes full length pants, collared shirt, and flat closed-toe shoes. Sandals and flip flops are not permitted in healthcare environments. Sites have the right to request that students follow a specific dress code, which may include khaki pants, polo shirts, scrubs, or similar attire. Sites have the ability to request a student be removed for violation of dress code.

Tank tops, strapless tops, bare midriffs, exposed undergarments, unnaturally colored hair, facial jewelry and exposed tattoos are not acceptable in the professional environment. Infection control policies do not permit artificial nails. You may wish to limit jewelry, especially dangling earrings, necklaces and bracelets, so they do not get pulled and broken!

Students must wear their AU badge at all times as their primary credential. Students are expected to adhere to all policies and procedures at the FW site. Although we have grown to rely on our phones for time, in the clinic you will need a watch with a second hand (Cell phone are NOT permitted on fieldwork).

**Cancellations**

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

When fieldwork is cancelled due to a student illness, student being off track, or other student related issues, the FW staff will work to find the student another appropriate placement, however, there is no guarantee that the re-assignment will be at the same facility.
Accommodations for Students with Disabilities
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires AU to provide reasonable accommodations for documented disabilities. Students are referred to the AU Students with Disabilities policies as well as the Department of OT’s Policies in the Student Handbook. Reasonable accommodations are determined by AU Student Life Director. Students must act proactively with the Academic Fieldwork Coordinator regarding reasonable accommodations during the fieldwork selection process.

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

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

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

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

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

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

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

Report any unsafe situation or any client or personal incident/accident to your fieldwork supervisor immediately. If any incident occurs you will need to report the issue to your supervision and document the incident within facility policies. Do not wait until the next day.
HIPAA Guidelines for Fieldwork
Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

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

For written reports, the following information can be shared:

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

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.

References


American Occupational Therapy Association (2000). Guidelines for an occupational therapy fieldwork experience Level I and Level II. Bethesda, MD: Author


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


Standards of Practice for Occupational Therapy: (AOTA, 2015)

Scope of Practice (AOTA, 2016).

The Occupational Therapy Code of Ethics (AOTA, 2015)

Guidelines for Documentation of Occupational Therapy (AOTA, 2013).

Standards for Continuing Competence (AOTA, 2010).

Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (AOTA, 2014)

Fieldwork Level II and Occupational Therapy Students: A Position Paper (2012)

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

Answers to your Fieldwork Questions (AOTA)

The Level II Fieldwork Survival Guide (AOTA, 2006)
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

June 23, 2016

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: [http://www.aota.org/Practice/Manage/~/media/04748EBB6FEE4C7EBFB83DFB81E41E8F.ashx](http://www.aota.org/Practice/Manage/~/media/04748EBB6FEE4C7EBFB83DFB81E41E8F.ashx)

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 (SAFCOM).
• Attendance at continuing education events on the topic of practice education.
• Mentorship by an experienced fieldwork educator.
• Completion of on-line training modules.
• Documented readings of texts/papers on clinical/fieldwork education.

Fieldwork Models

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

• 1:1 – this is the traditional model of one student to one fieldwork educator, also known as the apprenticeship model.
• 1:2 – one fieldwork educator to two students.
• 2:1 – two fieldwork educators sharing one student.
• Multiple sites – a model where one fieldwork educator has a group of students spread out at several fieldwork sites, usually all the same type of setting.
• Group – a model where one fieldwork educator has a group of students, but maintains the traditional “fieldwork educator as expert” role.
• Peer – a model in which students provide feedback to each other; this cannot be the sole form of supervision provided to students, as there must be an OT or OTA identified as the fieldwork educator.
• Off-site/role-emerging – a fieldwork model in which occupational therapy services are in the process of being developed; the occupational therapy practitioner setting this up may be employed by the agency or the educational program.
• Collaborative – a specific model of fieldwork education used with a group of students in which knowledge is constructed jointly between the fieldwork educator and the students. This is an active model of student learning that places more responsibility on the student for his/her own learning. The fieldwork educator does not function as the “expert” but more in the role of facilitator of learning.
• Role-emerging fieldwork sites are those at which the provision of occupational therapy services is being developed. The occupational therapy practitioner developing the services may be employed by the agency as a
consultant, or may be employed by the academic program. When fieldwork placements occur in role-emerging practice settings, the occupational therapy fieldwork educator is typically only present on site for a limited amount of time. The ACOTE Standards require that the fieldwork educator provide a minimum of eight hours per week at the site (AOTA, 2012). In addition, the fieldwork educator must be easily accessible by a variety of means during the hours a student is at the site. Furthermore, the person serving as the fieldwork educator must have a minimum of 3 years’ experience after initial certification, as this is considered advanced supervision.

- International fieldwork occurs in another country and requires a great deal of advance planning from the academic program, student, and fieldwork educator as there are multiple issues involved. The Academic Fieldwork Coordinator should ensure that the fieldwork educator and fieldwork site staff are conversant with and in compliance with current ACOTE standards and that regular formal and informal communication is maintained during the fieldwork experience. The ACOTE Standards require that the individual serving as the fieldwork educator must be a graduate of a WFOT-approved educational program. Students cannot complete more than 12 weeks in an international placement. The reader is referred to the section of the AOTA Web site where there are multiple documents describing policies, procedures, and other issues related to international fieldwork.

**Fieldwork Site Development**

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

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

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

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

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

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

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

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

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

The fieldwork agency should recognize that the primary objective of the fieldwork experience is to benefit the student's education.

- The educational value of the student fieldwork experience should be of primary importance, and the placement should not be used to extend services offered by the fieldwork agency.

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

- Attendance at workshops, institutes, conferences, courses, in-services and professional meetings should be encouraged.
- Financial support should be given for professional development whenever feasible within the budget of the fieldwork agency.
- Fieldwork students should be encouraged to participate in continuing education and be provided time to do so, when content is relevant to the fieldwork experience.
- State and National Association Membership is encouraged.
Collaboration with academic program –
- Both the ACOTE Standards and the Model Curriculum documents address the need for collaboration between the fieldwork site/fieldwork educator and the academic program.
  - 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 (FWEd), the on-site coordinator (if identified) and student maintain regular formal and informal communication during the fieldwork experience (AOTA, 2001).

III. Student Engagement in the Learning Process

- It is recommended that students collaborate with their fieldwork educator to develop learning objectives which stem from the site-specific learning objectives for the individual FW site. This may be accomplished through the use of learning contracts, which are both a teaching strategy and an assessment tool used to encourage self-directed learning. Learning contracts allow for shared responsibility in the planning of learning experiences offered in fieldwork. Pro-active learning contracts are an effective teaching strategy and encourage students to become intrinsically motivated to attain competence in the fieldwork experience.

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

Learning Challenges on Fieldwork:

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

Continued Assessment and Refinement of the Fieldwork Program
Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution and the fieldwork agency.

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

Resources


*Last updated: January 2013*
Practice Advisory: Services Provided by Students in Fieldwork Level II Settings

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

General Principles:

- Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.
- To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student’s current and developing levels of competence with the occupational therapy process.
- In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (see Addendum 1).
- Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007a.; b. & c.):
  - Competence and confidence of the student,
  - Complexity of client needs,
  - Number and diversity of clients,
  - Role of occupational therapy and related services,
  - Type of practice setting,
  - Requirements of the practice setting, and
  - Other regulatory requirements.

In settings where occupational therapy practitioners\(^1\) are employed:

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

In settings where occupational therapy practitioners are not employed:

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

\(^1\) When the term occupational therapy practitioner is used in this document, it refers to both occupational therapists and occupational therapy assistants (AOTA, 2006).
References:


Prepared by:

Commission on Practice and Commission on Education Joint Task Force

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Addendum 1:

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

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

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

And,

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

And,

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

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

And,

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

And,

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

And,

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

And,

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

And,

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

And,

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

Therefore,

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

<table>
<thead>
<tr>
<th>MEAFL</th>
<th>NAME: (LAST) (FIRST) (MIDDLE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE OR UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>FIELDWORK SETTING:</td>
<td></td>
</tr>
<tr>
<td>NAME OF ORGANIZATION/FACILITY</td>
<td></td>
</tr>
<tr>
<td>ADDRESS: (STREET OR PO BOX)</td>
<td></td>
</tr>
<tr>
<td>CITY STATE ZIP</td>
<td></td>
</tr>
<tr>
<td>TYPE OF FIELDWORK</td>
<td></td>
</tr>
<tr>
<td>ORDER OF PLACEMENT: 1 2 3 4 OUT OF 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>FROM: TO: DATES OF PLACEMENT</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF HOURS COMPLETED</td>
<td></td>
</tr>
<tr>
<td>FINAL SCORE</td>
<td></td>
</tr>
<tr>
<td>PASS: NO PASS:</td>
<td></td>
</tr>
<tr>
<td>SUMMARY COMMENTS: (ADDRESSES STUDENT'S CLINICAL COMPETENCE)</td>
<td></td>
</tr>
</tbody>
</table>

**SIGNATURES:**
I HAVE READ THIS REPORT.

SIGNATURE OF STUDENT

NUMBER OF PERSONS CONTRIBUTING TO THIS REPORT

SIGNATURE OF RATER #1

PRINT NAME/CREDSIALS/POSITION

SIGNATURE OF RATER #2 (IF APPLICABLE)

PRINT NAME/CREDSIALS/POSITION

5/2016
Fieldwork Performance Evaluation
For The Occupational Therapy Student

This evaluation is a revision of the 1967 American Occupational Therapy Association, Inc. Fieldwork Evaluation Form for the Occupational Therapist and was produced by a committee of the Commission on Education.

PURPOSE

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

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

USE OF THE FIELDWORK PERFORMANCE EVALUATION FOR THE OCCUPATIONAL THERAPY STUDENT

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

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

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

DIRECTIONS FOR RATING STUDENT PERFORMANCE

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

OVERALL MIDTERM SCORE

<table>
<thead>
<tr>
<th>Satisfactory Performance</th>
<th>.90 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory Performance</td>
<td>.89 and below</td>
</tr>
</tbody>
</table>

OVERALL FINAL SCORE

| Pass | 122 points and above |
| No Pass | 121 points and below |

RATING SCALE FOR STUDENT PERFORMANCE

4 - Exceeds Standards: Performance is highly skilled and self-initiated. This rating is rarely given and would represent the top 5% of all the students you have supervised.
3 - Meets Standards: Performance is consistent with entry-level practice. This rating is infrequently given at midterm and is a strong rating at final.
2 - Needs Improvement: Performance is progressing but still lacks improvement for entry-level practice. This is a realistic rating of performance at midterm, and some ratings of 2 may be reasonable at the final.
1 - Unsatisfactory: Performance is below standards and requires development for entry-level practice. This rating is given when there is a concern about performance.
RATING SCALE FOR STUDENT PERFORMANCE

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

   Midterm 1 2 3 4
   Final 1 2 3 4

2. Adheres to safety regulations: Adheres consistently to safety regulations. Anticipates potentially hazardous situations and takes steps to prevent accidents.

   Midterm 1 2 3 4
   Final 1 2 3 4

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

   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

* Midterm

* Final

II. BASIC TENETS:

4. Clearly and confidently articulates the values and beliefs of the occupational therapy profession to clients, families, significant others, colleagues, service providers, and the public.

   Midterm 1 2 3 4
   Final 1 2 3 4

5. Clearly, confidently, and accurately articulates the value of occupation as a method and desired outcome of occupational therapy to clients, families, significant others, colleagues, service providers, and the public.

   Midterm 1 2 3 4
   Final 1 2 3 4

6. Clearly, confidently, and accurately communicates the roles of the occupational therapist and occupational therapy assistant to clients, families, significant others, colleagues, service providers, and the public.

   Midterm 1 2 3 4
   Final 1 2 3 4

7. Collaborates with client, family, and significant others throughout the occupational therapy process.

   Midterm 1 2 3 4
   Final 1 2 3 4

Comments on strengths and areas for improvement:

* Midterm

* Final
III. EVALUATION AND SCREENING:

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

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

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

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

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

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

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

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

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

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

Comments on strengths and areas for improvement:

   • Midterm
   • Final

IV. INTERVENTION:

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

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

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

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

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

24. **Modifies task approach, occupations, and the environment** to maximize client performance.
    
    **Midterm** 1 2 3 4
    **Final** 1 2 3 4

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

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

**Comments on strengths and areas for improvement:**

* Midterm
  
* Final

**V. MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES:**

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

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

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

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

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

**Comments on strengths and areas for improvement:**

* Midterm

* Final
VI. COMMUNICATION:

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

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

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

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

Comments on strengths and areas for improvement:
* Midterm

* Final

VII. PROFESSIONAL BEHAVIORS:

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

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

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

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

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

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

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

Comments on strengths and areas for improvement:
* Midterm

* Final
REFERENCES


GLOSSARY

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

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


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

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

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

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


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

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

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

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

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

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

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

STUDENT EVALUATION OF THE FIELDWORK EXPERIENCE (SEFWE)

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

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

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

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

Fieldwork Site ________________________________  Site Code ________

Address ________________________________________________

Placement Dates: from __________________________ to _______________________

Order of Placement: [ ] First     [ ] Second   [ ] Third   [ ] Fourth

Living Accommodations: (include type, cost, location, condition)

Public transportation in the area:

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

____________________________________

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

_______________________________________  ________________________________________
Student’s Signature                          FW Educator’s Signature

_______________________________________  ________________________________________
Student’s Name  (Please Print)              FW Educator’s Name and credentials  (Please Print)
**ORIENTATION**

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

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

Comments or suggestions regarding your orientation to this fieldwork placement:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

**CASELOAD**

List approximate number of each age category in your caseload.

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>REQUIRED</th>
<th>HOW MANY</th>
<th>EDUCATIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Client/patient screening</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Client/patient evaluations</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>(Use specific names of evaluations)</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Written treatment/care plans</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Discharge summary</td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
List major therapeutic interventions frequently used and indicate whether it was provided in group, individually, Co-Treatment, or consultation. List other professionals involved.

<table>
<thead>
<tr>
<th>Therapeutic Interventions</th>
<th>Individual</th>
<th>Group</th>
<th>Co-Tx</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation-based activity, i.e., play, shopping, ADL, IADL, work, school activities, etc. (within client’s own context with his or her goals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td></td>
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</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>Purposeful activity (therapeutic context leading to occupation)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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</tr>
<tr>
<td>Preparatory methods, i.e., sensory, PAMs, splinting, exercise, etc. (preparation for occupation-based activity)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**THEORY—FRAMES OF REFERENCE—MODELS OF PRACTICE**

Indicate frequency of theory/frames of reference used

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

**FIELDWORK ASSIGNMENTS**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study applying the Practice Framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Evidence-based practice presentation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Topic:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision of site-specific fieldwork objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Program development</td>
<td></td>
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<td></td>
<td>N/A</td>
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<tr>
<td>Topic:</td>
<td></td>
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<tr>
<td>In-service/presentation</td>
<td></td>
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<td>N/A</td>
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<tr>
<td>Topic:</td>
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<tr>
<td>Research</td>
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<tr>
<td>Topic:</td>
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<td></td>
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<tr>
<td>Other (list)</td>
<td></td>
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<td></td>
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<td>N/A</td>
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</tbody>
</table>
ASPECTS OF THE ENVIRONMENT

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

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

Types of documentation used in this setting:

Ending student caseload expectation: _____ # of clients per week or day

Ending student productivity expectation: _____ % per day (direct care)

SUPERVISION

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

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

List fieldwork educators who participated in your learning experience.

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

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

<table>
<thead>
<tr>
<th>ACADEMIC COURSEWORK</th>
<th>Adequacy for Placement</th>
<th>Relevance for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low 1 2 3 4 5 High</td>
<td>Low High 1 2 3 4 5</td>
</tr>
<tr>
<td>Anatomy and Kinesiology</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Neurodevelopment</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Human development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Intervention planning</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Interventions (individual, group, activities, methods)</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Theory</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Documentation skills</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Leadership</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Professional behavior and communication</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Therapeutic use of self</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Level I fieldwork</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Program development</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

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

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

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

________________________________________________________
________________________________________________________
________________________________________________________
### SUMMARY

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1 = Strongly disagree</th>
<th>2 = Disagree</th>
<th>3 = No Opinion</th>
<th>4 = Agree</th>
<th>5 = Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations of fieldwork experience were clearly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations were challenging but not overwhelming</td>
<td></td>
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<tr>
<td>Experiences supported student's professional development</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Experiences matched student's expectations</td>
<td></td>
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</tr>
</tbody>
</table>

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

- Study the following evaluations:
  
  ______________________________________________________________________
  ______________________________________________________________________
  ______________________________________________________________________

- Study the following intervention methods:
  
  ______________________________________________________________________
  ______________________________________________________________________
  ______________________________________________________________________

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Please feel free to add any further comments, descriptions, or information concerning your fieldwork at this center.

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

**FIELDWORK EDUCATOR**

**NAME:** ________________________________

**FIELDWORK EDUCATOR YEARS OF EXPERIENCE:** __________

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

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

General comments on supervision: ______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

AOTA SEFWE Task Force, June 2006
Appendix D: FEAT

http://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/FEATCHARTMidterm.pdf